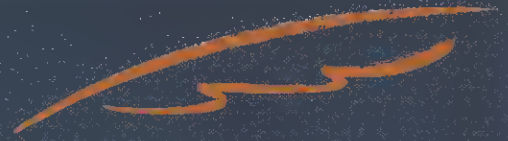


Graduate Bulletin

1999-2001



STOUT
UNIVERSITY OF WISCONSIN



Student Progress Chart

Requirement	When normally completed	Materials obtained from
Application for admission	At least 30 days prior to first term you plan to enroll or by any applicable application deadline. Once admitted, if you do not enroll within one year or term specified in admission, or if you change programs, you must reapply. The application fee is \$45.	Form available from the Graduate Office.
Test of English as a Foreign Language (TOEFL)	Required as part of the admission criteria for all applicants from countries where English is not the primary language of instruction.	Test of English as a Foreign Language Box 899 Princeton, New Jersey 08541 U.S.A.
Declaration of finances to show sufficient funds	Required of all international applicants prior to processing of application and prior to issuance of the I-20 form.	Form available at the Graduate Office.
Official transcripts sent to Graduate Office	At the time application for admission is made to the Graduate School.	Request two "official" transcripts from the college awarding your highest degree (<i>except UW-Stout</i>) plus all transcripts of any graduate work attempted or completed. If fewer than 55 semester credits were earned at the degree-granting college, all other transcripts are required.
Notification of admission decision	Within 30 days after all needed materials are received by the Graduate School or after application deadline.	Letter relating the admission decision will be sent from the Graduate Office.
Program Plan	Tentative Program Plan at first enrollment. Final plan required with Application for Degree Candidacy.	Form available from program director or Graduate Office.
Appointment of Research Adviser Chair/Committee form	Prior to enrollment in any research class and before completing the Preliminary Statement/Protection of Human Subjects form. See program director for assistance.	Available from the Graduate Office.
Register for classes each term	Register as scheduled by the registrar each term or on the first day of the session.	See the <i>Course Timetable</i> for the applicable term for the current registration procedure.
Approval of Preliminary Statements	Prior to gathering data for research, complete the "Preliminary Statement of Research: Approval of Research Topic and Human Subjects" and "Protection of Human Subjects Involved in Research" forms. See your research adviser for details.	Packets of instructions and forms related to the research project are available at the Graduate Office or from the program director.
Begin research project	Consult with program director and research adviser to begin research project. Register for <i>research paper</i> credits in conjunction with research adviser.	Have the Appointment of Research Adviser Chair/Committee form approved, then register for the course. Be sure to use <i>your</i> adviser's section number.
Transfer of graduate credit from another university	Credits must be preapproved by the program director. Transfer should be completed when filing for degree candidacy. Only credit used to meet program requirements will be transferred.	Have two copies of official transcript sent to the Graduate Office. Have program director complete Request to Transfer Credit form.
Apply for degree candidacy	Each program defines the optimum time to apply for degree candidacy. In all cases, candidacy must be approved before filing the Graduate Application for Diploma and Commencement card. A <i>final program plan</i> and a <i>copy of a current transcript from the Registrar's Office</i> must accompany the application. Transfer credits will be recorded at this time.	Application for Degree Candidacy form available at the Graduate Office or from the program director.
File Graduate Application for Diploma and Commencement	At the beginning of the term in which graduation is expected. The graduation fee is \$30 and is billed automatically from Student Business Services.	Graduate Application for Diploma and Commencement card available at the Graduate Office.
Obtain instructions for graduation ceremony	Near the end of the term in which you plan to graduate.	Pick up at the Dean of Students' Office or request that they be sent to you.
Submit one paper copy of the approved and signed Research Paper, an electronic version (see your research packet), the Abstract and the Submission of the Final Research Report form to the Graduate Office.	By the end of the term in which graduation is expected. Until it is filed and approved by the Graduate School, degree requirements have not been met. There is a \$25 microprocessing fee.	Research Packet is available in the Graduate Office.
Supply information for placement credentials	During the last term of enrollment.	Information available from the Placement and Co-op Services Office and in the research packets.
Receive diploma and transcripts	Diploma will be sent from the Registrar's Office two to three months after all records have been approved, have cleared and fees have been paid.	Transcripts are available from the Registrar's Office upon written request about two weeks after the end of the term.

Graduate Bulletin



University of Wisconsin-Stout Menomonie, Wisconsin

An Equal Opportunity and Affirmative Action University
North Central Association of Colleges and Secondary Schools

The Graduate Bulletin was prepared according to the best information available as of March 2000. All information regarding fees, admission, graduation requirements and course offerings is subject to change. See the Graduate Bulletin Online at <http://www.uwstout.edu/grbulletin/> for the most recent updates of this information. The Graduate Bulletin Online includes links to more detailed information about programs and services described here.

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Indiana State University is the degree-granting institution.*

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Welcome

In opening this bulletin, you have taken the first step toward gaining an advanced degree. Choosing a graduate college is an important decision, one that will greatly affect your professional and personal development. It is important that you choose a university that offers a program to match your goals and interests.

UW-Stout, a special mission university, offers highly focused programs designed to meet societal needs in areas of education, human services, technology and management. Students who pursue graduate studies here already have some expertise in those areas. They come to the University with an appreciation for the importance of their profession and a desire to improve not only themselves, but their vocation.

UW-Stout is the second oldest graduate institution in the UW System. More than 9,100 students have graduated from our 14 master's degree programs and three education specialist programs since the institution began offering graduate programming in 1935.

If you decide to join us, you will be given opportunities not only to learn—but opportunities to apply what you have learned. In addition to professional studies, every program includes learning experiences in the immediate professional setting. As you progress through your program, you will work closely with faculty and receive assistance in planning your academic and professional goals.

That's the formal half of the program. As you expand your professional skills, you will grow in other ways. Your ideas will be challenged by students who share your general interests, but bring a different set of experiences to their studies.

Graduate programs and graduate schools differ greatly. I encourage you to look carefully at the bulletin and consider whether the purposes, philosophies and growth environment at UW-Stout coincide with your needs.

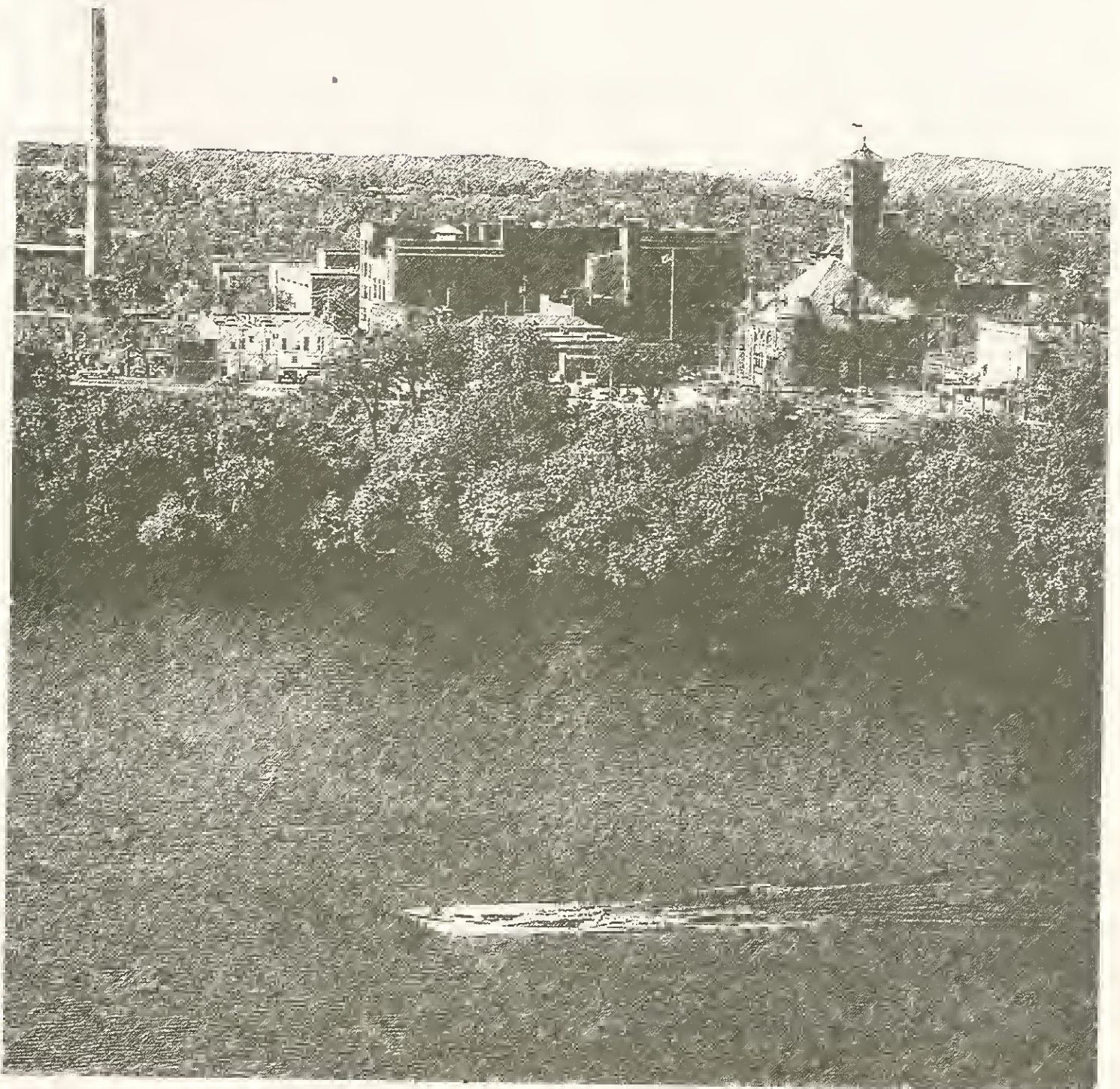
If you find a program that interests you and want to learn more, please contact the appropriate program director. You may also write directly to the Graduate School, 130 Bowman Hall, University of Wisconsin-Stout, Menomonie, WI 54751 for more information, or visit us online at <http://www.uwstout.edu/grad/>.



Charles W. Sorensen

Charles W. Sorensen
Chancellor

General Information



The University

UW-Stout

UW-Stout is one of 13 publicly supported universities in the University of Wisconsin System. It was founded as a private institution in 1891 by James Huff Stout. A Menomonie industrialist and a man of great vision, he saw that students in America's developing industrial society needed a different kind of education, an education broader than that offered by traditional curriculum. Since its founding, UW-Stout has gained a position of national and international leadership in industry, commerce, education and human services. Its programs in those fields are among the finest in the world. Strong programs in the areas of man's relation to technology, vocation and society have also been established. Although UW-Stout is a career-oriented university, its leaders have had the foresight to make the humanities and social sciences key parts of the total educational program.

UW-Stout's Special Mission

UW-Stout, as a special mission institution, serves a unique role in the University of Wisconsin System. UW-Stout is characterized by a distinctive array of programs leading to professional careers focused on the needs of society. An undergraduate degree in manufacturing engineering, and undergraduate and graduate degrees in the study of technology, applied science, art and design, industrial management, human behavior, and home economics are presented through an approach to learning which involves integration of theory, practice and experimentation. Extending UW-Stout's mission into the future requires that instruction, research and public service programs be adapted and modified as the needs of society change.

Research

Research and scholarship by faculty and staff are encouraged to constantly add to the bodies of knowledge on which degree programs are based. Research and programmatic activities in teacher education, technology and engineering, curriculum development, applied mathematics, service management, food science, and numerous other disciplines and interdisciplinary areas are formulated, executed, and reported. Field surveys and experimental projects are reported in professional literature and to professional organizations. Consultation on research design is offered. Research and scholarship are encouraged and coordinated through Stout Solutions-Research Promotion Services (140 Harvey Hall, 715/232-4126).

The Faculty

UW-Stout has a specialized faculty comprised of individuals nationally and internationally recognized in their respective fields. Classes are taught and research projects coordinated by highly qualified professionals. The graduate faculty is composed of approximately 260 members. Of these, 192 hold earned doctorate degrees, while others hold specialized degrees in their respective fields. One of the fine traditions at UW-Stout has been the faculty and staff commitment to provide extra help in one-on-one situations to students.

Facilities

Modern and well-equipped facilities mark UW-Stout's 107-acre campus. We are proud of our laboratory-intensive programs.

The College of Arts and Sciences offers studios to support programs in art, graphic, industrial, interior and multimedia design; and specialized mathematics computer laboratories.

More than 40 laboratories, encompassing more than 150,000 square feet, are available in the College of Technology, Engineering and Management for study and research in the areas of retail merchandising, clothing and textiles design and manufacturing, electronics, power, industrial management, industrial design, industrial graphics, packaging, plastics, graphic communications and telecommunications.

The College of Human Development maintains laboratories for the study of food science, dietetics, hospitality, tourism, interior decorating, human development, and family and consumer sciences education. The Stout Vocational Rehabilitation Institute provides research and practicum experience for students in the Vocational Rehabilitation program. Students work with professionals at the institute to provide services for clients referred by state agencies. The college's Clinical Services Center uses state-of-the-art videotape equipment as an integral part of instruction in the Marriage and Family Therapy, Guidance and Counseling, School Psychology, and Counseling and Psychological Services degree programs.

Located in the center of the city of Menomonie, adjacent to the downtown business district and Lake Menomonie, UW-Stout offers an attractive, convenient and accessible campus setting.

Academic Year

The academic year is composed of two semesters, which are further divided into two nine-week quarters. The designation of a quarter represents one-half a semester and should not be confused with the quarter system used at other universities. Courses scheduled on the quarter basis meet twice as often each week as courses scheduled on the semester basis. Credit hours are awarded on a semester credit hour basis for courses scheduled on either basis. The maximum load for graduate students in a semester is 16 credits; during the summer session, it is one credit per week. Audits are considered part of the load.

Summer Session

A summer session, approximately 10 weeks long, is offered each year. The regular eight-week summer session begins about the second week in June. A two-week pre-session may also be available. Courses of varying lengths of time are offered so that a combination of one-, two-, three- or five-week courses may be taken. Credits may be earned at the rate of one semester hour per week of attendance, making it possible to earn up to 10 credits during a summer session. Due to high demand, many graduate level courses are offered. A Summer Session bulletin, published each spring, contains complete information about offerings, class schedules, enrollment procedures, degree programs and housing, and is available from the Stout Solutions - Continuing Education Office (140 Vocational Rehabilitation Building, 715/232-2693).

WinTerM

UW-Stout conducts a winter session between first and second semesters with credit-bearing classes varying in length. A preliminary WinTerM Timetable is published each spring with complete information about courses and enrollment procedures.

Evening, Saturday and Off-Campus Courses

Evening, Saturday, off-campus and distance education credit courses are offered through the Stout Solutions – Continuing Education Office (140 Vocational Rehabilitation Building, 715/232-2693). Registration for these courses can be completed prior to or at the first class meeting. Textbooks required for the class are made available for purchase at the first class meeting.

Course numbers, titles and content are the same as regular courses. To be awarded graduate credit for extension work, the student must have been admitted to the Graduate School.

The Co-op/Intern Program

Some degree programs require a co-op/intern experience, and it is a valuable option in many others. It provides an opportunity to work with professionals in your career area, before you graduate.

The program director approves a published job description before you begin the experience. You are awarded credit based on the length of the experience, the responsibilities given you, and the goals and objectives you carry into the job. Grades and credits are awarded by a university mentor.

A co-op or internship can be as short as one summer, or can last for a combination of semesters. For more information, contact Placement and Co-op Services (Room 103, Administration Building, 715/232-1601)

International Programs

UW-Stout has a major commitment to international students and encourages the exchange of ideas and cultures among students, faculty and the community. Many of Stout's graduates have careers that require an understanding of people and cultures in the global community.

Students from more than 34 nations attend UW-Stout each year. More than half of the international student body at UW-Stout pursue graduate degrees.

Office of International Programs International programs and student activities are coordinated through the Office of International Programs (400 Bowman Hall, 715/232-1896). This office provides a service function to the university community by coordinating all overseas involvements, and providing overseas opportunities for students and staff.

International Student Services The special needs of international students are met through professional and referral services provided by the coordinator of International Student Services. These services include confidential personal counseling on immigration matters, financial problems, academic questions, social customs and personal concerns. Other services which promote cross-cultural understanding include new student orientation, host family arrangements, problem solving and liaison activities in the university and Menomonie area community.

Spanish Language Program Although UW-Stout does not offer any graduate level courses of study abroad, it does offer an intensive Spanish language program for students who wish to improve their Spanish language skills. Located at the Instituto Tecnológico y de Estudios Superiores de Monterrey, Mexico, this program is open to both graduate and undergraduate students. The program runs for six weeks beginning in mid-June and offers about 23 hours of language instruction each week. Cultural activities and field trips are also included. Students enroll at UW-Stout for six credits and pay regular UW-Stout tuition and fees. For additional information about this opportunity, contact the Office of International Programs (715/232-1896).

About This Bulletin

This bulletin was prepared according to the best information available as of March 2000. However, information regarding fees, admission, graduation requirements, names, telephone numbers, and course offerings, is subject to change. Information may be verified by calling the Graduate Office at 715/232-2211, or by checking the website at <http://www.uwstout.edu/grad>.

Additional information about UW-Stout graduate policies is available from the Graduate Office. Students who can justify exception to these policies may make a written request for exception (form 104-0132 available in the Graduate Office) to the Committee on Exceptions to Graduate Policy. The form requires program directors to make a recommendation relative to the request. The committee meets on a regular basis. Notification of action on requests will be made by the program director.

The Graduate School

The Graduate School at UW-Stout is fully accredited by the North Central Association of Colleges and Secondary Schools (NCA) to offer work at the master's and education specialist levels. The Marriage and Family Therapy program is accredited by the American Association of Marriage and Family Therapists (AAMFT). UW-Stout is an institutional member in the Midwest Association of Graduate Schools.

The Graduate School, a unit of the division of Academic and Student Affairs, provides oversight for graduate education in the university. The Graduate School administers graduate admissions, graduate assistantships, records, policies and other procedures relating to graduate students. The Graduate School includes, in addition to its administrative personnel, the Graduate Office, which provides services to graduate students and program directors.

The Graduate Council establishes Graduate Policy. The Graduate Committee and the Graduate Student Council provide advice to the Graduate Council. Membership on the Graduate Council includes all graduate program directors, three graduate faculty members elected from each college, the president and the faculty adviser of the Graduate Student Council and the associate vice chancellor, who chairs the council. The work of the council is aided by a Graduate Committee, a Committee on Exceptions to Graduate Policy, a subcommittee on the Protection of Human Subjects in Graduate Student Research, and other committees as needed.

The Graduate Student Council includes one student elected from each graduate program. The chair is elected by the group. In addition, during the summer term, the Graduate Student Club holds four informal meetings for graduate students and faculty.

Graduate Administration

Dr. Charles W. Sorensen

Chancellor

320 Administration Building, 715/232-2441

Dr. Robert Sedlak

Provost and Vice Chancellor for Academic and Student Affairs

303 Administration Building, 715/232-2421

Dr. Julie Furst-Bowe

Associate Vice Chancellor

303 Administration Building, 715/232-2421

Ed.S. Programs and Directors

Counseling and Psychological Services

Dr. Ed Biggerstaff, Director

115 Home Economics Building, 715/232-2410

Industrial and Vocational Education

Dr. Howard Lee, Director

280E Technology Wing – Jarvis Hall, 715/232-1251

School Psychology

Ms. Jacalyn Weissenburger, Director

409 Education and Human Services Building, 715/232-1326

M.S. Programs and Directors

Master of Science Degrees

Applied Psychology

Dr. Richard Tafalla, Director

326 Education and Human Services Building, 715/232-1662

Education

Ms. Jill Stanton, Director

420 Education and Human Services Building, 715/232-1622

Food and Nutritional Sciences

Dr. Barbara Knous, Director

220 Home Economics Building, 715/232-1994

Guidance and Counseling

Dr. Cary Rockwood, Director for Mental Health Counseling

231B Vocational Rehabilitation Building, 715/232-1303

Dr. Mary Hopkins-Best, Director for School Counseling

250E Vocational Rehabilitation Building, 715/232-1168

Home Economics

Dr. Karen Zimmerman, Director

117 Home Economics Building, 715/232-2530

Hospitality and Tourism

Mr. Robert Davies, Director

448 Home Economics Building, 715/232-1480

Industrial/Technology Education

Dr. Brian McAllister, Director

224C Communication Technologies Building, 715/232-5609

Management Technology

Dr. Martha Wilson, Director

281D Technology Wing – Jarvis Hall, 715/232-1144

Marriage and Family Therapy

Dr. Charles Barnard, Director

222 Vocational Rehabilitation Building, 715/232-2404

Risk Control

Dr. Elbert Sorrell, Director

125 Science Wing – Jarvis Hall, 715/232-2630

School Psychology

Ms. Jacalyn Weissenburger, Director

409 Education and Human Services Building, 715/232-1326

Training and Development

Dr. Joseph Benkowski, Director

141 Communication Technologies Building, 715/232-5266

Vocational and Technical Education

Dr. Howard Lee, Director

280E Technology Wing – Jarvis Hall, 715/232-1251

Vocational Rehabilitation

Dr. Robert Peters, Director

250F Vocational Rehabilitation Building, 715/232-1983

Admission

Eligibility for Admission

A person who has a bachelor's or higher degree, awarded by an accredited institution of higher education, may apply for admission. Such accreditation will usually be given by a regional accrediting agency recognized by the United States Department of Education, the Council on Postsecondary Accreditation or, in selected cases, an agency judged appropriate by the admissions examiner.

An applicant for a master's program must have been awarded a bachelor's degree or equivalent, or apply for dual level. A program or combination of programs in higher education encompassing a period of study of at least four academic years which leads to the award of a diploma or certificate may be judged by the program director and the associate vice chancellor to be equivalent to a bachelor's degree.

An applicant for an education specialist program must have been awarded a master's degree or apply for dual level admission.

For information about Non-Program Enrollment, see the special section on Non-Program Enrollment.

Application for Admission

Persons seeking admission to a graduate program or a graduate certification program must submit a properly completed application form (104-0111) to the Graduate Office 30 days before the expected term of enrollment, or the deadline date established for a given program. Individual graduate programs may have additional requirements: Applied Psychology, Guidance and Counseling, Hospitality and Tourism, Marriage and Family Therapy, School Psychology and Vocational Rehabilitation each have special application forms in addition to those required by the Graduate School, and they require letters of recommendation and interviews. The Education Specialist program requires a vita and letters of recommendation.

Applicants need to submit two official transcripts that show the bachelor's degree awarded plus all transcripts of any graduate work attempted or completed. If the undergraduate transcript shows grades for less than 55 semester credits, then additional transcripts will be required. The applicant must request the registrar(s) to send the official transcripts. An applicant may submit an official transcript providing it bears no restrictive statement. UW-Stout transcripts need not be requested. An applicant applying prior to being awarded a degree must submit a transcript which shows work through all but the last term. Such applications are subject to re-evaluation based upon the final transcript. In rare cases, an applicant may submit an attested copy of a transcript.

A \$45 non-refundable fee is required.

Program directors may request additional information such as references, a resume and a statement of goals.

All applicants from countries in which English is not the official language of instruction must take the Test of English as a Foreign Language (TOEFL) and have the score sent to the Graduate Office, or have successfully completed an English as a Second Language Program which has been formally recognized by the university. The minimum acceptable score is 500. Individual programs may set a higher standard; see individual program descriptions in this Graduate Bulletin.

International students must show that adequate financial support exists for the planned period of study by filing a Declaration of Finances

which is available from the Graduate School (130 Bowman Hall, 715/232-2211). In addition, students being supported by a government agency must present written evidence of approval by that agency for the program being requested.

Some programs have specific time frames for application.

Application Deadlines: All application materials must be received by the deadline.

	Spring	Summer	Fall
Guidance and Counseling (firm)			
Mental Health Concentration	October 1	February 1	February 1
School Counseling Concentration	October 1	February 1	February 1
Hospitality and Tourism	October 1	May 1	May 1
<i>(advise applying by this date, late applications may be considered if there are openings)</i>			
Global Hospitality Management Concentration: Entry is fall semester only. Applications are accepted between September and June, or until the program is full; must contact the program director before applying.			
Marriage and Family Therapy (firm)		March 15	March 15
Risk Control	December 1		June 1
<i>(priority admission, late applications may be considered on a space-available basis)</i>			
School Psychology		January 15	January 15
<i>(priority admission, late applications may be considered on a space-available basis)</i>			

Evaluation of Admission Criteria

Applicants are evaluated on the basis of previous degree work, scholastic achievement, appropriateness of educational background and the relevancy of work experience.

Grade point averages will usually be identified on the transcripts submitted by the degree-granting institution. In cases where the applicant attended more than one institution and less than 55 credits were awarded by the degree-granting institution, or where a grading system other than the following was used, the overall grade point average will be calculated by the graduate student evaluator.

Grading System Used to Evaluate Transcripts

Undergraduate Work		Graduate Work	
Grade Point	Description	Grade Point	Description
A	4.00	A	4.00
A-	3.67	A-	3.67
B+	3.33	B+	3.33
B	3.00	B	3.00
B-	2.67	B-	2.67
C+	2.33	C+	2.33
C	2.00	C	2.00
C-	1.67		
D+	1.33		
D	1.00	D	1.00
D-	0.67		
F	0.00	F	0.00
	Failure		Failure

The appropriateness of course work taken will be evaluated by the program director(s) in relation to the optimum background specified for the program(s) requested. Educational deficiencies may necessitate provisional admission which would require additional undergraduate and/or graduate work.

Where applicable, work experience will be reviewed by program directors in the evaluation process. Lack of relevant work experience may lead to denial of admission.

An applicant may be denied admission on the basis of any one or any combination of the following: absence of a degree from an accredited institution, low grade point average, inappropriate educational background, insufficient relevant work experience or enrollment limitations.

Admission Status

Admission may be full, probationary, provisional, or trial.

Full Status An applicant fulfilling the specified requirements for educational background and work experience will be granted full admission provided that the following grade point averages were attained. The general requirement for full admission is a 2.75 grade point average overall, or 2.90 grade point average on a minimum of the last 55 semester credits attempted. A grade point average of 3.25 on master's degree and other graduate work is required for full admission to an Ed.S. program. However, individual graduate programs may require a higher grade point average. Check the program requirements listed elsewhere.

Probationary Status An applicant for a master's program may be granted probationary admission with an undergraduate grade point average ranging from 2.5 to 2.75. It should be noted that education programs may require an absolute minimum grade point average of 2.75 for admission if the applicant seeks certification. Applicants accepted for an Ed.S. program may be granted probationary admission with a grade point average ranging from 3.0 to 3.25 on the master's degree and other graduate work. Check specific program requirements listed elsewhere.

Provisional Status Individual programs may require specific educational preparation. This preparation could include certain majors or specific courses as well as grades. Check program requirements listed elsewhere in this bulletin. Where deficiencies are evident, the program director will authorize provisional admission but stipulate additional courses with a requisite grade. This course work could be graduate or undergraduate, and must be completed by the end of the first regular term (*i.e. fall or spring*) of admission and may not count toward program requirements.

An applicant may be admitted with both probationary and provisional status.

Trial Status Trial admission may be granted upon recommendation of the program director to an applicant for a master's degree who has less than a 2.5 grade point average. The applicant must take a trial block of course work specified by the program director prior to taking degree course work. The program director will specify a minimum grade of "B" for each course in the block or grade point average of 3.0 for the entire trial block. Upon successful completion of the trial block, which must be completed during the first regular term of admission, probationary academic standing will be granted; otherwise, the student will be dropped. Trial block course work may count as part of the requirements of the program providing the program director so indicates.

Each applicant generally will be informed of admission or denial within 30 days of the receipt of all required materials. Applicants to programs with priority or deadline dates will be notified about 30 days after the priority date has passed.

Admission is granted for one year or for one term depending upon the program requested. Admitted applicants who do not enroll within that year or term must reapply. Reapplication may not require repayment of the application fee.

A student may change programs, or may change from non-program to a program classification (*form 104-0111*). All admission requirements must be fulfilled to effect the change.

Dual Level Admission

Undergraduate UW-Stout students may apply for admission to a master's degree program, or enroll as a special student and take graduate courses, provided that they are within 30 credits and one year of obtaining their bachelor's degree, and must have a minimum grade point average of 2.75 on the undergraduate record on the date of enrollment. Dual level students may earn no more than nine graduate credits while under this status. They may enroll for no more than six graduate credits in a semester and no more than three graduate credits during the summer session. The applicant must submit a "Dual Level Program Enrollment Statement" (*form 104-0116*), in addition to the other application materials, to the Graduate School. A student admitted on dual level who is not awarded the undergraduate degree at the end of the specified term, will be dropped from the Graduate School without loss of graduate credit. Upon subsequent receipt of the degree, the student may reapply for admission. Dual level students are governed by the Graduate Load Limit policy.

Graduate UW-Stout students may be admitted to an Ed.S. program providing that the master's degree will be awarded at the end of the term in which Ed.S. work is taken and that the graduate grade point average is at least 3.25 at the time of application. The "Dual Level Program Enrollment Statement" must be submitted along with the other regular Ed.S. admission requirements. A student admitted on dual level (*M.S./Ed.S.*) who is not awarded the master's degree at the end of the specified term, will be dropped from the Ed.S. program without loss of credit. Upon subsequent receipt of the master's degree, the student may reapply for admission to an Ed.S. program.

Multiple Program Admission

A student may apply for and enroll in more than one master's program at a time. However, the program that will be completed first must be identified. Separate applications and accompanying materials are required for each.

Second Master's Program

A graduate of a master's degree program may earn a second master's degree by meeting program requirements and completing a minimum of 15 credits at UW-Stout, including the research requirement. The seven-year limit does not apply to the credits from the first master's degree that are used to meet the requirements of the second master's degree.

Non-Program Enrollment

Students may request permission to enroll in graduate courses as a Non-Program Student (*Special*) by completing the front page of the Application for Admission/Enrollment (*form 104-0111*). To be eligible, that individual must hold a bachelor's degree from an accredited institution. Non-Program students are subject to the graduate policies. Individuals who have been dropped from a program are not eligible for Non-Program enrollment, but students who are in good standing in a program may request Non-Program enrollment, in which case they would become a Non-Program student. Subsequent enrollments do not require a new application for admission.

Non-Program students are advised in pursuing their non-program work by the associate vice chancellor. Non-Program students may enroll in any 500 or 600 level course, and most 700 level courses. Certain 700 level courses, such as research, practicum and internship, and all 800 level courses are restricted to program-enrolled students.

Registration for Classes



Generally, graduate students may register for the Fall term in April, for the Spring term in October, and for the Summer Session in March. Mail registration is available for the Summer Session only. Prior to registering for each term, graduate students will be required to meet with their program director for consultation in course selection according to their program plan.

The *Course Timetable* is available at registration time prior to each term and is provided to students through the service desk at the Memorial Student Center. The *Course Timetable (class schedule)* contains listings for all UW-Stout course offerings. Those numbered 700 and greater are graduate-level only. Those numbered 500 and 600 have a counterpart undergraduate course number.

All policies affecting students in the areas of drop and add deadlines, class attendance, grading and other helpful information are published in the *Course Timetable* and the *Student Handbook*, both available online at <http://www.uwstout.edu>.

Current Address

Students are required to submit a valid address when they register and keep that information current in the university data system. Two addresses are kept for each student. One is the permanent home address which is used for mailing grades. The second is the local address where you live while a student, and is used for all other university correspondence including statements of accounts. Students may submit a change of address to the Registration and Records Office (109 Bowman Hall) anytime during the year.

accessstout

<http://www.uwstout.edu/access>

Early Registration Online

All currently enrolled students may choose to register via *Access Stout*, UW-Stout's web-based student information system. *Access Stout* is available on the university website at the URL above. Follow the instructions and hot-links on the *Access Stout* page to complete the registration process.

Initially, *Access Stout* will require a windows-based PC and Microsoft's Internet Explorer browser (version 4.0 or newer). If your computer platform or browser configuration doesn't meet this criteria, use one of the general access computer laboratories:

- Campus Computer Lab, Micheels Hall 184
- Library Learning Center, Room 111 and PCs throughout the building
- Each residence hall laboratory (*residence hall students only*)
- Public access stations across campus

UW-Stout expects to support both Macintosh and Netscape browser users in the future. Instructions for first-time users are provided on the website.

Users must have a university provided personal identification number (PIN), also available on the *Access Stout* website — see the instructions below.



Personal Identification Numbers (PIN)

Any currently enrolled student, or any re-entry student accepted for admission, can obtain a PIN at the *Access Stout* website. Students who have forgotten a previously issued PIN can obtain their PIN as well as change their PIN through the website. To perform a PIN transaction, students must have a UW-Stout e-mail account. All communication from the university regarding PIN numbers will be forwarded via e-mail.

Tuition and Fees

Application Fee

The application fee for admission to a graduate program is set by the Legislature and is subject to change. The current fee is \$45.

Tuition and Fees

Graduate tuition and institutional fees are set by the University of Wisconsin Board of Regents and are subject to change. Tuition and fees charged for nine or more credits for the Fall semester 1999 were \$2,097.43 for Wisconsin residents; \$2,097.43 for Minnesota residents with reciprocity; and \$6,276.43 for non-residents. If you have questions, contact Student Business Services (126 Administration Building, 715/232-1656).

Resident Status

Adult students who have been bona fide residents of Wisconsin for at least 12 months immediately preceding the beginning of the term of enrollment at the university are considered to be resident students for tuition purposes.

Any minor or adult student who is a graduate of a Wisconsin high school and whose parents are bona fide residents of this state for 12 months preceding the beginning of the term of enrollment, or whose last surviving parent was a bona fide resident of the state for 12 months preceding death, are also considered to be residents.

In determining bona fide residence, intent to establish and maintain a permanent home in Wisconsin is determinative. The burden of proof is on the student but intent may be demonstrated or disproved by factors including, but not limited to, filing of Wisconsin income tax returns, possession of a Wisconsin operator's license, place of employment and self-support. Persons employed full time in Wisconsin, who were relocated here by their current employer or who came to Wisconsin for their current employment and who accepted that employment before moving here and before applying for admission to the university are considered a resident student. Any spouses and dependents of these individuals would also be considered resident students if they can demonstrate an intent to establish and maintain a permanent home in the state.

Non-resident members of the armed forces and persons engaged in alternative service who are stationed in Wisconsin for purposes other than education, their spouses and minor children, are also considered to be residents for tuition purposes during the period such persons are stationed in Wisconsin.

Part-Time Students

Part-time graduate students are those carrying fewer than nine credits during a semester, and those carrying fewer than six credits during the eight-week summer session.

Dual Level Students

Dual Level students (eligible undergraduates carrying graduate work simultaneously) pay the applicable undergraduate fee.

Tuition and Fee Refunds

Refunds for fees paid are prorated according to the length of the course and the number of days a course has been in session. Refunds for early withdrawal during a semester for a course of at least 12 weeks are: first week—100%; second week—100%; third week—50%; fourth week—50%; fifth week—0%.

In determining the withdrawal date, the university uses the date the student notifies the school of the withdrawal; or if the student fails to notify the school and is otherwise unable to verify date of withdrawal, the date of the request to refund will be used to determine the refund.

Students who enter military service by enlistment or otherwise shall receive a refund in accordance with the standard refund policy of the university. Other exceptions may be made upon approval of the chancellor or his designee and the designated Board of Regents representative.

Minnesota - Wisconsin Tuition Reciprocity

An agreement between the states of Wisconsin and Minnesota permits residents of either state to attend higher education institutions in the other state at the same tuition rate as their home state.

To be eligible under this agreement, a student must file an application prior to or during the term or semester in which he or she expects to first receive the waiver of the non-resident portion of tuition. Applications are available from Student Business Services (126 Administration Building, 715/232-1656). A student is deemed to meet this application deadline requirement if his or her completed application is postmarked no later than the last day of scheduled classes. A term or semester is deemed to run through the last day of scheduled classes as published in the academic calendar of the institution. Neither the Minnesota Higher Education Coordinating Commission nor the university will be financially liable for students enrolled under the reciprocity agreement who have not received prior approval and certification by the Minnesota Higher Education Coordinating Commission, Suite 400, Capitol Square, 550 Cedar St., St. Paul, MN 55101.

Microprocessing Fee

All graduate students will be assessed a microprocessing fee of \$25 for the deposit of their research report in the Library Learning Center. This fee will be billed by the Business Office at the time of registration for the 20th credit at UW-Stout. If it has not been paid when the research report is submitted, provide a check, payable to UW-Stout, to the Graduate Office to be forwarded to the Business Office.

Graduation Fee

Upon completion of 20 credits, candidates will be billed a one-time, non-refundable, graduation fee of \$30 for the diploma, diploma cover and other items used in commencement. It does not cover fees for cap and gown, which are available from the University Bookstore.

Special Course Fees

Many individual courses require special course fees. These are identified in the *Course Timetable* published each semester and summer session.

Financial Assistance

Financial Aid Office

The Financial Aid Office (210 Bowman Hall, 715/232-1363) administers financial aid funded primarily from state and federal resources. Applications are available in the Financial Aid Office and should be filed in the office by April 1, preceding the academic year, or March 1, preceding the summer session.

Aid received through the Financial Aid Office is based on need and enrollment status. For financial aid purposes, eligible enrollment status means degree program students. All awards will be adjusted so as not to exceed the determined need. To be eligible, the student must be enrolled in a graduate degree program at UW-Stout and must maintain satisfactory academic progress.

All applicants must complete a Free Application for Federal Student Aid which is used to calculate financial need. The office awards aid in the form of grants, loans or work. Eligible students may receive one or a combination of these depending on financial need.

Graduate students are expected to maintain satisfactory academic progress in order to retain enrollment status and financial aid eligibility. Refer to the Satisfactory Academic Progress Policies on the website at <http://www.uwstout.edu/finaid/satacprog.html>.

Types of Aid Available

Assistantship Connected Tuition Waivers are available to graduate students from states other than Wisconsin and Minnesota, who hold assistantships of one-third time or more. Eligible students may be awarded a partial or full waiver of the non-resident portion of tuition. Non-resident tuition waivers are subject to the availability of funds.

Advanced Opportunity Grants (AOP) are available to a limited number of minority and disadvantaged students. Preference is given to Wisconsin residents. The amount of the award varies but is generally the amount of resident fees. Applications are available in Multicultural Student Services (217 Bowman Hall, 715/232-1381).

Federal Stafford Loans are available through private lenders (*banks, savings and loan associations, and credit unions*). The maximum amount a graduate student may borrow is \$8,500 per academic year. The loan is interest free until six months after graduation, termination of university attendance or change in enrollment status to less than half-time (*five credits per semester*). Interest is charged during the repayment period, which is a maximum of 10 years. Non-need based, "unsubsidized" Federal Stafford loans are also available; interest is charged while in school.

Federal Perkins Loans are available to graduate students if their primary source of borrowing as an undergraduate has been this program. The maximum amount that can be borrowed, including undergraduate work, is \$30,000. Interest of 5 percent is charged during the repayment period of up to 10 years. The Perkins Loan program allows for cancellation of all or part of the loan in return for certain types of teaching, service as a Peace Corps or VISTA volunteer, or service as a law enforcement or corrections officer. The Department of Defense may repay a portion of the loan in return for enlisted service.

Stout University Foundation Scholarships are available through the Foundation Office (*Louis Smith Tainter House, 715/232-1256*). Scholarships vary in amount and awarding criteria. Deadline for application is March preceding the academic year.

Federal Work-Study Program provides job opportunities on campus. Under this program, students earn an hourly wage up to a yearly earning limit determined by the Financial Aid Office.

University Employment Program (State Payroll) is available to students to earn an hourly wage as determined by the department which does the hiring.

Residence Hall Staff Opportunities are available to graduate students to serve as a Resident Adviser on a floor community, or as an Assistant Residence Hall Director. Resident advisers receive remuneration in the form of room and board. The assistant hall director position is salaried. Assistant hall director applicants are required to have two years undergraduate staff or active residence hall government experience. Application for both positions should be made to the Housing and Residence Life Office (170 Price Commons, 715/232-1121).

Rehabilitation Services Administration Grants (RSA) provide a number of scholarships for qualified students accepted into the Vocational Rehabilitation program. The scholarship provides tuition assistance and a monthly stipend for graduate students for a maximum period of one year, and is available for students with a concentration in Vocational Evaluation. Recipients must meet the requirements of Rehabilitation Services Administration, the Graduate School and the Vocational Rehabilitation Program. Scholarships are only awarded to U.S. citizens and priority is given to applicants with prior experience, students who are disabled, members of minority groups and persons with financial need.

Bureau of Indian Affairs Grants (BIA) are available to U.S. citizens who can establish need and proof of at least one-fourth Native American descent as certified by application to the appropriate tribal or Bureau of Indian Affairs agency. This grant has no set limit amount and is renewable for up to five years total undergraduate and graduate study.

Wisconsin Native American Student Assistance Grants (WIG) award up to \$1,800 for Wisconsin residents who are Native Americans and demonstrate financial need. This grant is renewable for up to 10 total semesters of undergraduate and graduate study.

International Student Tuition Waivers may be awarded to students from other countries based on scholarship and a recommendation from the program director. Awards are subject to the availability of funds. Awards will be made only after admission to the Graduate School has been granted. Students must be enrolled as full-time graduate students to receive this award. Interested students should follow all degree application procedures as well as file an application for the International Student Tuition Waiver with the Financial Aid Office. The application deadline is May 1 with awards announced about June 1. Applications received after May 1 will be considered only if additional funds become available. Applications are available at the Office of International Student Services (400 Bowman Hall, 715/232-2132) or the Financial Aid Office.

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Graduate Assistantships

Graduate assistantships provide stipends in return for a designated amount of professional service. Graduate teaching assistantships provide stipends in return for time spent teaching a laboratory or discussion session. Assistantships range from one-eighth time to one-half time. The stipend for a one-third time assistantship for 2000–2001 is \$5,683.64. Graduate assistantships of one-third or more time may include a partial or full waiver of the non-resident portion of tuition. Non-resident tuition waivers are subject to availability of funds. Students with a waiver for two consecutive semesters, or a waiver for spring semester, may also receive the award of a tuition waiver for the regular summer session. A graduate assistant must carry a minimum of six credits per semester or three credits per summer session while on the assistantship. The maximum credit hour load may also be limited during the term of the assistantship. Graduate assistantships are controlled by the various departments, units and/or research grants of the university.

To become eligible for an assistantship, a student must be admitted to a graduate degree program (*graduate special and dual level students are not eligible*). Students who have made application for graduate assistantship, and have been admitted to the Graduate School, generally have the best opportunity to make their qualifications known to the various supervisors who employ graduate assistants. A list of assistantship positions available will be sent to eligible students who have filed an Application for Graduate Assistantship (*form 104-2130 available from the Graduate Office*) as soon as possible in the spring term for fall term employment. Early application is essential. It is the responsibility of the student to make contact with the supervisor indicated on the list for more information on the positions and setting up an interview. The department offering the position makes a recommendation to the Graduate School concerning the graduate assistant to be hired. The Graduate School officially offers the position to the prospective applicant. An application is valid for one academic year.

Assistantships are normally filled on an academic year basis, although some assistantships can be for one semester only. The charts below indicate the hours of work required and credit load limitations for assistantships:

	Research or Non-Teaching		Teaching		Lab Teaching	
	Hours per:		Credits per:		Credits per:	
	Week	Year	Sem.	Year	Sem.	Year
One-half time	20.0	640	6.0	12	14.0	28
One-third time	13.3	426	4.0	8	9.5	19
One-fourth time	10.0	320	3.0	6	7.0	14

The titles graduate program or project assistant designate a graduate student employed to assist with research, training or other academic programs or projects. The graduate assistant teaches in a classroom or laboratory in an instructional department.

Credit Load Per Semester

(A condition of employment)

Assistantship	Maximum Load	Minimum Load
One-half time	12	6
One-third time	13	6
One-fourth time	14	6

Additional Information

For additional financial aid information, see the Financial Aid web page at <http://www.uwstout.edu/finaid>. Information on employment, loans, application procedures, and grant and scholarship sources can be accessed online.

Program Plan

Requirements of the Program Plan

Descriptions of program plans are found in this Graduate Bulletin. These descriptions are regulated by the governance procedures of UW-Stout. The individual student's program plan is initiated by the student, approved by the program director and the college dean, and submitted to the Graduate Office along with the Application for Degree Candidacy for final approval by the coordinator for graduate studies. The approved program plan must identify the year and term of the earliest credit that will be used to meet program requirements. The program plan is kept on file with the program director.

Master's programs require a minimum of 30 credits. Education Specialist programs require a minimum of 36 credits. Individual programs and/or certification may specify additional credits. Check the program requirements listed elsewhere in this bulletin.

Students will be held to the program plan on file in the Graduate Office at the pregraduation checkout.

One-half of the minimum credits required for graduation must be in graduate only (700-800) courses.

Independent Study

Students may design special topic courses independent of the curriculum. This option is open during any enrollment or course-add period. Summer Session enrollments are closed at the end of the fifth week of the eight-week session. Students may initiate the process by obtaining an Application for Independent Study from the office of the college in which the independent study is to be offered. The student selects a topic and completes the form. After a topic has been identified and approved by the appropriate department chair, a member of that department is appointed study coordinator. The independent study coordinator provides counsel and aid to the student in achieving the approved desired learning objectives. Credits are awarded on the basis of expending a minimum of 48 hours of effort for each credit and on an evaluation of the extent to which the stated objectives were met. Existing courses are not offered as independent study topics.

Students should consult in advance with their program director to find out whether the proposed independent study may be used in the degree program.

Credit by Examination

Credit by examination is possible through "test-out" procedures developed by the various academic departments. Students must be enrolled during the test-out term and will be charged a test-out fee.

Transfer Credit

Graduate credit earned at another graduate school may be considered toward the fulfillment of program requirements provided that:

- They meet the Seven-Year limit policy.
- The institution is accredited at the graduate level.
- The course is offered for graduate credit and is applicable to a graduate program at the offering institution.
- It must appear as a graduate course on the student's graduate transcript from the offering institution.
- The grade received was "B" (3.0) or higher.

To be applied to program requirements, transfer credits must be approved by the program director using the Request to Transfer Credit form. The total of these is limited to one-third of the minimum required credits for graduation from the program. Said credits will be posted on the UW-Stout transcript when two copies of official transcripts and a Request to Transfer form are filed in the Graduate Office and are part of the program plan with the approved Application for Degree Candidacy. Only those credits to be used to meet program requirements will be transferred.

Credit may be transferred from those international institutions with which UW-Stout has entered into a formal transfer agreement. All other criteria listed here apply.

Research Requirement

All graduate programs require research preparation and activity. See the program descriptions for individual program requirements and options.

Residency Requirement

The student and program director will verify that the "expected outcomes of the graduate residency experience" have been met by signing the Application for Degree Candidacy. The various areas students can meet the residency requirement are Peer Group Interaction; Professional Role Models; Opportunity for Reflection and Integration of Knowledge; Access to Facilities; Evaluation; Social Interaction; and Quality Course Work. (A full explanation of each area is described on the Application for Degree Candidacy form.)

Load Limit

Graduate students may take a maximum of 16 credits per semester or 10 credits per 10-week Summer Session. Credits taken through continuing education, independent study, audit, internship, cooperative education or special topics are included in the maximum credit load. With the approval of the program director, a student may take a two-credit overload during a semester or a one-credit overload during the summer session. Credit Overload Permit cards are available from the program director or in the Graduate Office.

Seven Year Limit

All course work, including transfer credits and research used to meet program requirements, must be completed within the seven-year period prior to graduation.

Program Progress

Program Progress Review

Each student will be reviewed for program progress at the completion of each term.

A student admitted provisionally who completes all deficiencies will have provisional status removed upon the recommendation of the program director. A student who does not successfully complete deficiencies will be dropped from the program upon the recommendation of the program director.

Degree Candidacy

The Application for Degree Candidacy initiates the process by which the Graduate School, in conjunction with the program director and the college dean, attests to the appropriateness of the program plan and the potential of the student to obtain the related academic and professional competencies and satisfy the residency requirement. Candidacy must be approved before the Graduate Application for Diploma and Commencement is filed with the Graduate Office. At the time of filing, the following conditions must exist:

- a. The student is on full academic standing.
- b. The residency requirement has been met.
- c. A program plan has been approved by the program director and college dean.

The Application for Degree Candidacy must be accompanied by the Approved Program Plan and an unofficial UW-Stout graduate transcript. If transfer credit is involved, the Request to Transfer Credit form and transcripts must be attached or on file in the Graduate Office. Degree candidacy requires the approval of the program director, the dean (or designate) of the college within which the program is housed, and the coordinator for graduate studies.

Non-Program Special Student Credit Limit

While there is no numerical limit on the number of total credits that can be taken as a non-program special student, the number of such credits that can be applied to a degree program is limited to one-third of the minimum number of credits required for graduation in that program. Individual programs may set a lower limit for such credits, provided this lower limit has been approved through the official curriculum process.

Completion of courses, while enrolled as a non-program special student, does not guarantee admission into a specific degree program. If a non-program special student decides to enter a specific graduate program, the student must apply for admission into that program. This policy becomes effective in January 2001.

Meeting the Research Requirement

Individual programs have various options for meeting the research requirement, and the Graduate School has assembled helpful corresponding information packets.

The candidate initiates the process by which the research adviser is identified by filing the Appointment of Research Adviser/Chair and Committee form at the Graduate Office.

The research topic is approved by submitting to the Graduate School the Preliminary Statement of Research: Approval of Research Topic and Protection of Human Subjects form and its attachments, which are the Protection of Human Subjects in Research form and an abstract. If the investigation involves collecting information about people, a copy of the appropriate consent form and appropriate research (survey and others) instruments must also be attached. These forms or materials must be approved by the Subcommittee for the Protection of Human Subjects before data collection is begun.

Research advisers must be members or associate members of the graduate faculty. See the back section of this bulletin for a list of the Graduate Faculty. (A current listing may be obtained from the Graduate School.)

The completed research report (including the abstract), in the accepted format, approved by the research adviser(s), and accompanied by the Submission of Final Research Report form, and an electronic version of the paper must be submitted to the Graduate School on or before the last day of the term in which graduation is expected.

Graduation

Candidates must file a Graduate Application for Diploma and Commencement card at the Graduate Office at the beginning of the term in which they expect to graduate.

To file, the candidate must be on full academic standing and must meet all program requirements as specified in the Graduate Bulletin at the time that the program plan was approved by the program director. The Graduate School and the program director will certify that all requirements have been met. The diploma will be mailed to the student two to three months after the end of the term of graduation. Candidates that require certification of graduation earlier may request a transcript from the Registration and Records Office. A candidate will be recorded as "graduated" at the end of the term in which all program requirements were completed, including the filing of the research report in the Graduate Office.

Candidates may request to participate in the graduation ceremony if all requirements have been met except the filing of the research report. This assumes that the candidate has enrolled for the required research course. A request form is available from the Graduate Office.

Academic Standing

Review For Academic Standing

Each student will be reviewed for academic standing at the end of each term.

Full Academic Standing To maintain full academic standing, an accumulated grade point average of 3.0 for master's degree students and 3.25 for education specialist degree students is required. If less than the minimum is attained, the student will be placed on probationary academic standing.

Probationary Academic Standing A student on probationary academic standing who attains the minimum accumulated grade point average will be removed from probationary status and accorded full academic standing. A student on probationary academic standing who fails to attain the minimum accumulated grade point average will be dropped from the university. Students with probationary academic standing cannot graduate from the program or university. The student must attain the minimum accumulated grade point average required by the Graduate School.

Dropped A student dropped from the university is not eligible to enroll for graduate credit unless readmitted to a graduate program.

Grading System

Grade	Points	Description
A	4.00	Exceptional
A-	3.67	
B+	3.33	
B	3.00	
B-	2.67	
C+	2.33	Satisfactory
C	2.00	
D	1.00	Marginal
F	0.00	Unsatisfactory *
I		Failure *
IP		Incomplete
AU		In Progress
		Audit *

* Grades D, F and AU are not applicable to program requirements.

Pass/Fail

Graduate students are not allowed to use the pass/fail system for any courses to be used to meet program requirements or for any courses identified as deficiencies at admission.

Incomplete - I

The grade "Incomplete" (I) may be given for failure to complete course work due to absence over which the student had no control. Incompletes not cleared within one year of the date of assignment, will be changed to an "F." To receive credit after that time, the student must re-register for the course.

In Progress - IP

The grade "In Progress" (IP) may be given for research and independent study credits in cases where the student has been working on the problem, but requires more time to complete it. If the IP grade is not cleared within two years of assignment, the student must re-register for the course.

Grade Point Average

All course work taken for graduate credit is counted in the calculation of the grade point average.

To maintain full academic standing, an accumulated grade point average of 3.0 for master's degree students and 3.25 for Ed.S. students, is required. If less than the minimum is attained, the student will be placed on probationary academic standing.

Students may repeat a course, but all grade points earned for the course, no matter how many times it is taken, will be counted in the calculation of the grade point average.

A student on probationary academic standing who attains the minimum accumulated grade point average will be awarded full academic standing. A student on probationary academic standing who fails to attain the minimum accumulated grade point average will be dropped from the university.

A student dropped from the university is not eligible to enroll for graduate credit unless readmitted by approval of the Graduate School Exceptions Committee.



Teacher Education

Professional Teacher Education

The College of Human Development administers professional education programs at UW-Stout and is responsible for the preparation of teachers and other professional school personnel.

The Office of Teacher Education is responsible for all clinical programs, maintains appropriate student records, maintains appropriate records for accreditation and Wisconsin Department of Public Instruction program approval, and serves as a resource center for students, faculty, program directors and administrators. The director of the Office of Teacher Education is also the certification officer at UW-Stout.

You can find complete curriculum for specific teacher education programs in this bulletin under:

- ▶ M.S. in Guidance and Counseling, *page 25*
- ▶ M.S. in Industrial/Technology Education, *page 30*
- ▶ M.S.Ed. in School Psychology, *page 34*

Criminal Background Checks

All applicants for undergraduate and graduate programs preparing practitioners for positions supervised or licensed by the Wisconsin Department of Public Instruction or the Wisconsin Department of Health and Family Services will be required to complete a Background Disclosure Document and Department of Justice Criminal History Record Check. The cost of the record check is \$5.00 and must be paid by the student. The results of the background disclosure and record check will not constitute a condition of admission to the university; however, the results may affect the student's eligibility to participate in required clinical experiences and therefore affect program completion.

Graduate Certification Programs

Admission Requirements:

1. A cumulative grade point average in the bachelor's degree of not less than 2.75 on a 4.0 scale.
2. Completion of a minimum of four credits of English and two credits of speech in the bachelor's degree with a grade of at least a "C" (2.0) or completion of the following at UW-Stout:
 - a. College English - Teacher education students must have earned a grade of at least a "C" (2.0) in both ENGL-101 and ENGL-102 or ENGL-111 and ENGL-112.
 - b. Speech proficiency - Must have earned a minimum grade of "C" (2.0) in SPCOM-100, Fundamentals of Speech. This requirement may also be met by successful completion, grade of at least a "C" (2.0) of the written and oral portions of "The Speech Department Credit by Examination Procedure" for SPCOM-100, or by successful completion of a second speech course selected from the following: SPCOM-200, SPCOM-206 or SPCOM-308.
3. All general admission requirements specified in this bulletin.
4. All specific admission requirements specified by the program.

Certification:

Graduate-level certification programs at UW-Stout meet state certification requirements in Wisconsin. Programs will likely meet certification requirements in many, if not all, other states. However, certification varies by state (*some require state history or other course work*) and requirements change periodically. Therefore, students contemplating certification in another state may wish to clarify the acceptance of their program at UW-Stout with the state in which they plan to teach. The director of the Office of Teacher Education is the certifying officer at UW-Stout. Necessary forms and information concerning the certification process are available in the Office of Teacher Education.

Requirements You must meet the following requirements before certification can be recommended in a graduate certification program:

1. Graduation with a minimum grade point average of 3.0 in all course work except the clinical program (*clinical program is defined as all supervised experiences in a school setting which provide practical experience for the student, including pre-student teaching, student teaching, practicum and internship*).
2. Successful completion, minimum grade of "B" (3.0) of all clinical experiences.
3. A passing score on a standardized examination in each certification program completed and in which certification is desired. The standardized examination will be administered by the Department of Public Instruction. The passing score is determined by the State Superintendent of Public Instruction. (*Specific information concerning when and where this examination is administered may be obtained from the Office of Teacher Education.*)

Resources and Services

Adult Student Services

Returning adult students who have been absent from the educational system for a time should contact Student Services staff for assistance with academic, personal or adjustment issues related to returning to college.

An orientation each semester allows returning adult students to exchange information and meet other adults on campus. The Organization of Adult Students Involved at Stout (OASIS) is a social and support group for adult students. OASIS programming includes a weekly brown bag lunch, monthly meetings, social gatherings, and a scholarship program.

For more information, call 715/232-5306 or visit 11 Bowman Hall.

Career Exploration Center

Students who are unsure about their choice of major should visit the Career Exploration Center. It is a "one-stop" information center where you can learn more about yourself while exploring various career options and academic programs. The center offers a collection of computerized and printed resources on jobs, career outlook data, college bulletins and graduate school information. Walk-in service as well as individual appointments with career counselors are available. The Career Exploration Center is located in Room 11 of Bowman Hall and is open from 8:00 a.m. to 4:30 p.m., Monday through Friday. For more information, call 715/232-5306.

Child Care Service

The College of Human Development's Child and Family Study Center provides educational child care services for children from six weeks to six years of age. The center is open from 7:30 a.m. to 5:30 p.m., Monday-Friday, and in accordance with the university calendar year. The center offers full day (7:30 a.m. – 5:30 p.m.), morning (7:30 a.m. – 12:30 p.m.) and afternoon (1:30 p.m. – 5:30 p.m.) sessions with one to five days a week options. For more information about enrollment, contact the Child and Family Study Center, UW-Stout, Menomonie, Wisconsin 54751, 715/232-1478.

Computer Services

Technology and Information Services (TIS) provides a variety of services in support of graduate student and faculty research. Some of those services include statistical consulting, assistance with the Statistical Package for the Social Scientist (SPSS) software for statistical analysis, and data preparation and input through either optical scanning of mark-sense forms or hand input. Numerous personal computers are available in classroom buildings, the Library Learning Center and in the campus general access computer laboratory in Micheels Hall 184. Internet access for research purposes and electronic mail are available on all of these machines, as well as through local dial-up remote access. All services are provided free for graduate student unfunded research. There is a minimal fee for printing in the Library Learning Center and Micheels Hall computer lab.

Health Services

Student Health Services is located at the north end of the campus, across from Wigen Hall and is open during the academic year from 7:45 a.m. to 4:30 p.m., Monday through Friday, closed weekends, holiday, school breaks and during the summer months (*June-August*). Student Health Services is an outpatient health care facility that provides care to registered students. Appointments can be made by calling 715/232-1314. The student health fee covers the majority of the services received. Additional fees may be charged for specific procedures based on complexity/severity, medication and laboratory test. Flexline, Visa/MasterCard, check or cash are all accepted as methods of payment.

Library Learning Center (LLC)

An ultramodern library facility provides users with rapid and efficient access to many information formats. Proficient library staff are available to assist users with their information needs. Both in-library and remote access to library resources are available. Electronic access to more than 4,000 journals and newspapers, many in full-text, are provided. Users also have access to 222,000 printed volumes; 1,867 journal subscriptions; 1,109,000 microformats; and 15,000 audiovisual items.

For more specific library information, access the library home page at <http://www.uwstout.edu/lib>. The library is open more than 90 hours weekly.

Off-Campus Housing

Graduate students who choose to live in off-campus housing may obtain information from a variety of sources. The Stout Student Association Office (141 Memorial Student Center, 715/232-1450) maintains a current list of off-campus housing. Other sources of local housing information are the *Dunn County News*, the *Menomonie Shopper* and the *Dunn County Reminder* which are available from local merchants.

Graduate students planning to live off campus will find it useful to visit Menomonie to secure the type of housing desired.

All dining service options available to residence hall students may be contracted for separately by off-campus students.

Parking

Parking on university land is regulated throughout the entire year, including those times when school is not in session. Parking requires display of a permit or payment of a meter when hours of regulation are in effect. Hours of regulation are posted at the entrance to each parking lot. Call the Parking Services Office at 715/232-1792 to request a permit or to inquire about parking services. Additional information is also available on the parking web page at <http://www.uwstout.edu/parking>.

Placement and Co-op Services

Services for seniors, graduate students and alumni are provided by the Placement and Co-op Services Office (103 Administration Building, 715/232-1601). The goal of the office is to provide effective support to the efforts each individual makes in securing the best position. Effort is made to bring to the attention of candidates information about vacancies, trends in supply and demand, data about salaries and conditions of employment, and effective application techniques. Students are encouraged to attend group workshops or meet individually with a placement counselor. The office is open from 7:30 a.m. to 4:30 p.m. daily. Information is available online at <http://www.uwstout.edu/place>.

Residence Halls and Dining Services

Nine coeducational residence halls provide accommodations for 2,900 undergraduate and graduate students. There is a residence hall designed for upperclassmen, graduate and non-traditional students. Some single rooms may be available during the academic year. During summer sessions, all students are assigned single rooms unless a specific roommate is requested. Applications for residence hall accommodations for the academic year or summer session should be requested directly from the Housing and Residence Life Office (170 Price Commons, 715/232-1121).

Student rooms are carpeted and furnished with a telephone, microwave oven and refrigerator, two single beds with innerspring mattresses, dressers, bookcases, desks and study chairs. The rooms are approximately 11 feet by 15 feet. Coffee makers, hot pots and popcorn poppers with unexposed elements are permitted in student rooms. No other cooking appliances, including frypans, hot plates or toasters, are permitted.

Residence halls have available for resident use personal computers with laser printers, a laundry room, television room, kitchenette, drafting tables, quiet-study rooms and a game room. There are eight weight rooms and two saunas located in the residence halls available for resident's use.

Each hall is staffed with a professional residence hall director and a student staff. The reception desks are open 22 hours per day and offer many services and a variety of equipment including tools, change, vacuum cleaners, and cooking and sports equipment. In addition, a wide variety of recreational, social and educational activities and programs are offered through the residence hall program.

Students who live on campus choose a dining service plan from a variety of options.

Inquiries for more information, including current rates, are invited by telephone or in person at the Housing and Residence Life Office, (170 Price Commons, 715/232-1121).

Stout Solutions – Learning Technology Services

Learning Technology Services (LTS) is a comprehensive media service unit that supports the instructional, research and service needs of the UW-Stout community. The primary mission of LTS is to assist faculty, staff and administration in the development and use of a broad range of available learning technologies to support on- and off-campus course delivery.

A secondary mission is to offer these services in support of activities which, while not in direct support of instruction, are appropriate to the mission of UW-Stout. In addition, LTS maintains a partnership with UW-Extension to assist in the creation, enhancement and delivery of distance education courses.

Media development services include video, audio, multimedia, graphics, photography and digital imaging, and CD-ROM. Distance Education services include WONDER (DS-3), PictureTel (compressed), satellite uplinking, audio conferencing, ETN, WisLine, WisView, Internet/World Wide Web and desktop video. Training services include media development, distance education and multimedia classrooms.

Students With Disabilities

If you are in need of special services, accommodations or academic adjustments because of a physical, hearing, visual, emotional or learning disability, you need to check with the Office of Services for Students with Disabilities (206 Bowman Hall, 715/232-2995) to inquire into and arrange for services. To ensure that services are available in a timely and consistent manner, UW System Regent policy requires that each student contact the office as far in advance as possible and provide appropriate documentation of the disability.

Telecommunications and Networking

Telecommunications and Networking, a sub-unit of Technology and Information Services, is housed in the Communications Center. From this base, technical specialists and student employees provide the infrastructure to allow campus access to local and international information—in all forms and formats of voice, video and data. UW-Stout has an ATM fiber-optic backbone, with switched network ports available from almost all offices, classrooms, laboratories, meeting rooms and residence hall rooms. The campus delivers, installs and maintains most media equipment, microcomputers, telephones, printers and associated peripheral gear. Equipment from digital cameras to computer-driven projectors are available through either the Library Learning Center or Learning Technology Services for check-out to faculty and students.

Textbooks

Textbooks and other required resources for your classes are available for loan at this service. Instructional Resources Service (IRS) is located on the west side, second floor, of the Library Learning Center. Required resources may be checked out and are due the last day of the class. Resources are also available for purchase.

If you have any questions or need assistance, feel free to stop in or call 715/232-2492. Additional information is available on the library's home page, <http://www.uwstout.edu/lib/irs/irshome.html>.

University Counseling Center

The University Counseling Center (*Bowman Hall*, 715/232-2468) provides counseling services for university students and referral for students and staff. Counseling services include individual counseling in personal, career and academic areas; group support and skill building experiences; and crisis intervention. The center also offers testing services, alcohol and other drug assessment and referral, and outreach and training programs on a variety of topics.

University Recreation

The University Recreation program, located in the lower level of Johnson Fieldhouse, offers open recreation, intramurals, aerobic classes, facilities for weight training and fitness, and a swimming pool (715/232-1392). Additional recreation facilities include the Health and Physical Education Building (715/232-2224), Nelson Field and 10 outdoor lighted tennis courts. The building provides courts for tennis, badminton, volleyball, basketball, racquetball and archery, as well as facilities for weight training, gymnastics and dance.

Included in the University Recreation program is the Recreation Center (715/232-1611) housed in the lower level of the Memorial Student Center. The Recreation Center provides an eight-lane bowling facility, amusement games, ping pong tables and a nine table billiards area and camping equipment rental. University Recreation is also the informational center for clubs and sports organizations on campus.

Lake Menominee, within the city, offers fishing, swimming, boating, canoeing and water skiing. Similar opportunities are available on nearby lakes. Ski enthusiasts will find excellent opportunities within commuting distance. Game hunting opportunities are found in the immediate vicinity. Menomonie Country Club, and Pinewood and Chippewa Valley Golf Clubs have nine-hole golf courses.

Veterans Service

Special assistance is given veterans by the Registrar's Office (109 *Bowman Hall*, 715/232-2121). This office provides veterans with current information on veterans affairs and maintains liaison with the Veterans Administration, Department of Veterans Affairs and the County Veterans Service Officer.

Glossary

Academic Probation

A condition of attendance under which students are allowed to remain at the university with the understanding that they meet set academic standards within a set period of time. Failure to meet the standard results in dismissal from the university.

Add and Drop

The process of changing a course schedule by dropping or adding a course during the prescribed time at the beginning of each semester.

Audit

Students register and attend class, but do not take examinations. No credit hours are earned, and the cost of the class is less than regular tuition. "AU" will appear on the grade record.

Bachelor's Degree

The degree received after completing a specific program of undergraduate study and fulfilling all graduation requirements.

Certification

A recognition of professional achievement bestowed by an outside organization.

College

An administrative division of the university housing academic departments, degree programs and other administrative units. At UW-Stout these are: Arts and Sciences; Human Development; and Technology, Engineering and Management.

Concentration

A component within a degree program that examines a selected area of the student's chosen professional field in greater detail. A concentration may be part of the university's planned offerings or designed by the student.

Corequisite

A course that must be taken at the same time as another course.

Credit Hour

A measure of academic work. One credit hour usually represents one hour of class time per week plus two hours of out of class study.

Credit Load

The number of credits a student registers for during a semester.

Degree Program

A planned program of study leading to a master's or education specialist's degree.

Degree-Seeking Student

A student who has been admitted to a degree program and is seeking a master's or education specialist's degree.

Disadvantaged

Deprived of basic social rights and security through poverty, discrimination, or other unfavorable circumstances.

Educationally Disadvantaged

Deprived of a socially adequate education through poverty, discrimination, or other unfavorable circumstances.

Emphasis

A designated group of courses within a degree program that affords increased exposure to a specific area in the student's chosen professional field.

Full Time Student

A graduate student who enrolls for at least 9 credits during the fall or spring semester.

Good Standing

Maintaining an academic record that meets UW-Stout's requirements; eligible to continue at or return to the university, or to transfer to another institution.

Grade Point

The numerical value given to letter grades, based on an "A" receiving four points, a "B" three points, and so on.

Grade Point Average (GPA)

The numerical value assigned to a student's scholastic average, computed by dividing the total grade points by the total credit hours attempted.

Grant

Financial assistance that does not have to be repaid.

Hold

A barrier placed on a student's ability to register for classes or receive transcripts as a result of unpaid monetary obligation or other action by the university.

Incomplete

The grade assigned only if a student is temporarily unable to complete course requirements because of unusual circumstances.

Independent Study

A course of study designed by a student and undertaken outside the classroom, under the supervision of one or more faculty.

Interdisciplinary

Drawing on two or more disciplines in a single course or program.

Internship

Work in a company or agency related to a student's degree program and career plans, usually for academic credit and often also for payment.

Major

A planned program of study leading to a master's or education specialist's degree. Term is often used interchangeably with degree program.

Major studies

A component within a degree program that provides fundamental education for a particular career discipline.

Practicum

Directed work experience related to a program of study.

Prerequisite

A course or experience that must be successfully completed before enrollment in a designated course.

Professional Electives

Required credits that are not prescribed by the program by designation of a specific course, but that are professional and specific in their content as they pertain to the major.

Registration

The process of enrolling in and paying for courses each semester.

Selectives

A group of courses from which a student must choose a prescribed number of credits to meet a program requirement.

Semester

A unit of time, generally 16 weeks long, in the academic calendar.

Special Student/Non-Program Student

A nondegree-seeking student who holds a bachelor's degree and enrolls in graduate courses for credit (*see pages 6 and 12 for details*).

Transcript

An official copy of a student's permanent academic record.

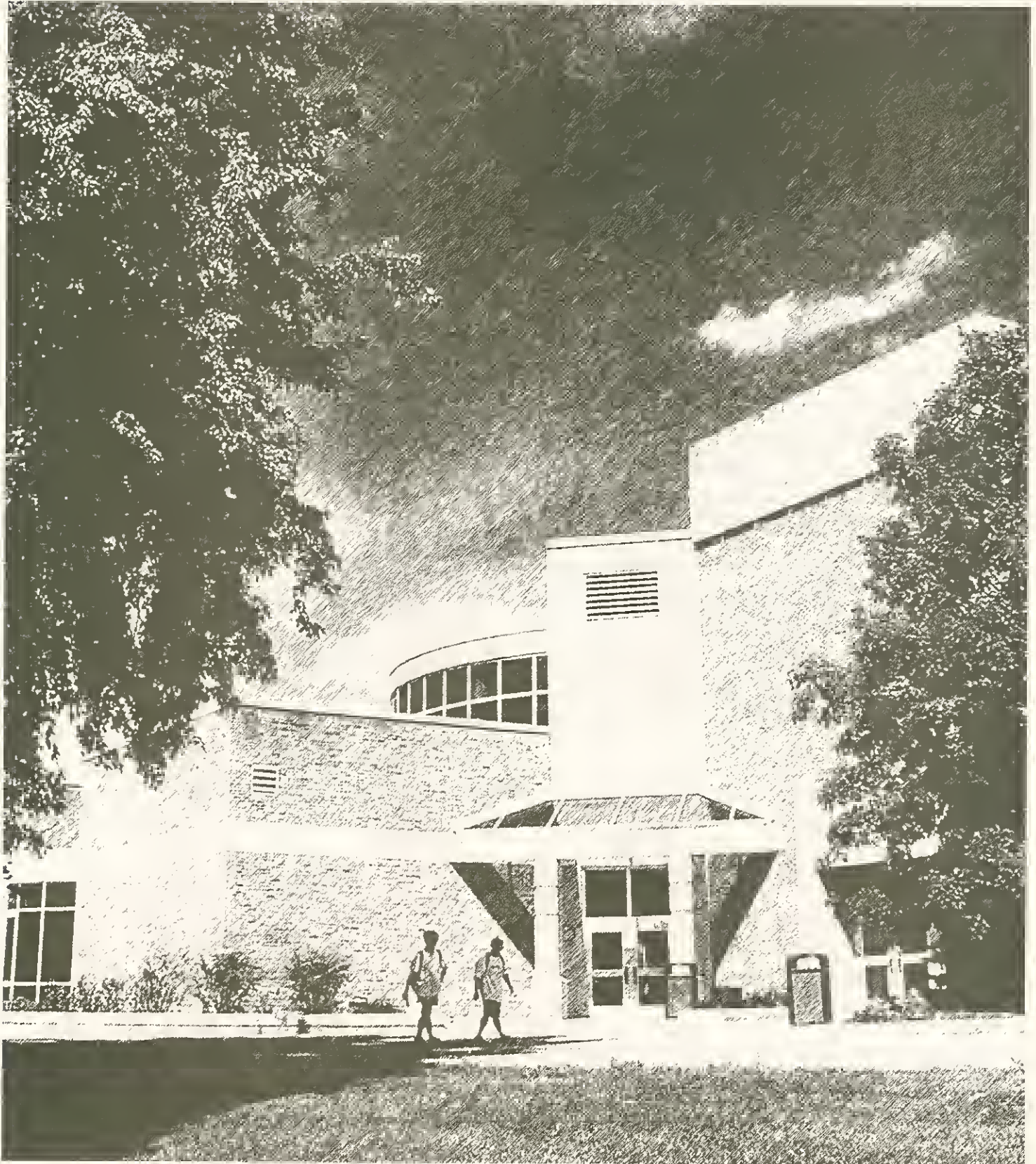
Transfer Credit

Academic credit earned at another accredited institution and accepted toward a UW-Stout degree.

Tuition

The amount of money that must be paid for a course.

Academic Programs



Applied Psychology

Dr. Richard Tafalla, Program Director, 326 Education and Human Services Building, 715/232-1662

Introduction

Master of Science Degree The Applied Psychology program is a two-year program designed around a core of psychological theories and principles, with three applied concentration areas of Industrial/Organizational Psychology, Program Evaluation, and Health Psychology. It provides students with the knowledge, experience, skills and abilities to apply the theories and methods of psychology to the identification and solution of a variety of complex individual and organizational problems.

Graduates of applied psychology will obtain a broad knowledge in psychological foundations; expertise in areas such as group functioning and conflict resolution; individual assessment and coping skills; leadership; assessment and intervention in health promotion; the design, implementation and evaluation of applied programs for individuals and organizations.

Professionals will be role models and agents of change within the organization in which they work. Their role will require a variety of complex interpersonal and self-evaluation skills. Most importantly, they will be teachers and will, therefore, need to model all the complex skills and processes in facilitation and mentoring.

The curriculum is in compliance with the standards adopted by the 1990 National Conference on Applied Master's Training in Psychology and required by the Council on Applied Master's Programs in Psychology. Prerequisites for the program include 15 credits in psychology at the graduate or undergraduate level, including research methods, statistical methods, and psychology of learning. The core curriculum provides a foundation and an organized group of experiences designed to facilitate skills and attitudes necessary for professional conduct. The curriculum in each concentration includes specific learning experiences to teach knowledge, skills and attitudes essential for a qualified professional. A selective group of courses will supplement the core and concentration. With faculty advisement, students will be allowed to select additional experiences appropriate for their unique personal and professional development, based on previous educational and professional experiences and goals.

Admission

In addition to admission requirements of the Graduate School, students will be required to have completed eight semester credits in research methods, including one course in statistics; and fifteen semester credits of psychology, preferably including one course from each of the following areas: psychology of learning or behavior modification; personality, abnormal, mental health, individual differences; or general psychology.

Primary Evaluation Processes

The primary processes used to evaluate program and academic progress include course grades, research evaluation, certification of program completion, and the following program specific processes: program application; related work experience; degree candidacy; and intent to graduate.

Requirements

The requirements for this degree include successful completion of the 26 credits in the core and 22 credits from one of the concentrations.

Required Core

26 credits required

PSYC-701	Diversity in the Workplace	1
PSYC-702	Ethics in Applied Psychology	1
PSYC-707	Applied Social Psychology	3
PSYC-708	Psychosocial Intervention	3
PSYC-790	Applied Research Design in Psychology	3
PSYC-791	Research for Decision Making	3
PSYC-810	Applied Psychology Seminar	3
PSYC-890	Applied Psychology Internship	1-5
PSYC-835	Field Study in Applied Psychology	2-4

Concentrations

Industrial/Organizational 22 credits

INMGT-750	Organizational Development	3
PSYC-603	Management of Employee Reward Systems	3
PSYC-685	Recruitment and Selection of Human Resources	3
PSYC-781	Advanced Industrial Psychology	3

Students will choose 10 credits of selectives with faculty advisement and program director's approval.

Program Evaluation 22 credits

INMGT-750	Organizational Development or	
EDUC-726	Administration	2-3
PSYC-750	Principles of Program Evaluation I	3
PSYC-771	Advanced Health Psychology	4
PSYC-7XX	Conducting Program Evaluations	3
PSYC-7XX	Current Issues in Program Evaluation	3

Students will choose 6-7 credits of selectives with faculty advisement and program director's approval.

Health Psychology 22 credits

PSYC-771	Advanced Health Psychology	4
PSYC-850	Psychology of Development	3
PSYC-8XX	Applied Health Psychology	3
PSYC-XXX	Prevention and Lifestyle Intervention	3

Students will choose 9 credits of selectives with faculty advisement and program director's approval.

Education

Ms. Jill Stanton, Program Director, 420 Education and Human Services Building, 715/232-1622

Introduction

Master of Science Degree The purpose of the education program is to prepare individuals to work as professional teachers, or to enhance the skills they already have. The focus of the course work in the program is on the learner, teacher behavior, teaching-learning processes, research and evaluation. The program is open to professionals who provide instruction in any discipline or work with learners at any age level. The open concentration provides flexibility for students to choose course work which promotes their professional development goals.

A unique program has been added for individuals who are interested in obtaining their teacher certification in Special Education/Cognitive Disabilities, grades 6-12, while pursuing the education degree. Students do not need an undergraduate teaching degree to qualify for this program. In addition to the required course work for the education degree, an individualized plan is developed to meet Department of Public Instruction standards. The number of credits to qualify for certification will vary, depending on each student's undergraduate and graduate experiences. If students do not have a teaching undergraduate degree, they must complete all certification and graduate course work before being recommended for certification. At least 12 special education credits plus student teaching must be completed at UW-Stout to be recommended for certification.

Admission

To be admitted with full status to this program, the applicant must (1) hold a bachelor's degree from an accredited institution; (2) have an overall grade point average of at least 2.75, or an average of at least 2.90 in the last one-half of the undergraduate work. Enrollment is open throughout the year.

Primary Evaluation Processes

The primary processes used to evaluate program and academic progress include course grades, research evaluation, certification of program completion, and the following program specific processes: program application; related work experience; degree candidacy; and intent to graduate.

Requirements

The requirements for this degree include: (a) completion of at least 30 semester hours of graduate credit with an overall graduate grade point average of 3.0 or better; a minimum of 15 credits must be in courses open only to graduate students—700 level; (b) approval for degree candidacy at the appropriate time; (c) satisfactory completion of thesis or problems in education; and (d) a course distribution as outlined here:

Preparation Basic to Program

EDUC-726	Administration	2-3
EDUC-782	Instructional Analysis	4
EDUC-XXX	Any seminar or contemporary issues in Education	2-3
EDUC-750	Curriculum Theory and Practice	2-3
PSYC-730	Advanced Psychology of Learning	2

Preparation in Research

EDUC-729	Introduction to Educational Research	1
EDUC-740	Research Foundations	4
EDUC-765	Problems in Education or	
EDUC-770	Thesis	2-6

Electives

(8-12 credits)

Food and Nutritional Sciences

Dr. Barbara Knous, Program Director, 220 Home Economics Building, 715/232-1994

Introduction

Master of Science Degree The graduate program in food and nutritional sciences combines a strong content knowledge base with expertise to conduct applied research. The curriculum is partitioned into three concentrations that augment the research and class core. The three concentrations are food science and technology; human nutritional science; and food and nutrition management and marketing.

The general goals of the food and nutritional sciences program are to develop students that:

- Have a comprehensive knowledge base regarding food science and nutrition topics and are able to apply this knowledge through the appropriate use of advanced communication technologies and strategies,
- Excel in the design, implementation, evaluation, and dissemination of food and nutrition research,
- Demonstrate creative, critical, and strategic thinking skills that can be applied to food and nutrition issues,
- Formulate a philosophical and ethical approach to their work,
- Competently compete for, attain, and succeed in positions in food science industries, food safety, clinical and public health nutrition, nutrition education, food marketing, and food and nutrition management,
- May successfully sit for the dietetic registration examination upon completion of the UW-Stout dietetic internship.

Admission

Admission requirements include a bachelors degree, minimum grade point average of 3.0, and if English is a second language, a TOEFL score of 500. The GRE is not required. Course work requirements include one semester each of foods/food science; general microbiology; human anatomy and physiology; general chemistry; organic chemistry with laboratory; nutrition; advanced nutrition; advanced foods or experimental foods; and basic statistics.

Additional requirements for the food and nutrition marketing and management concentration include one semester each of introductory financial accounting, marketing and management.

Applicants with a grade point average lower than 3.0 may be admitted on a probational basis. Admission may be on a provisional basis for applicants without the necessary course work. Upon satisfactory completion of the deficient course work, a provisionally admitted student will be fully admitted to the Graduate School.

Primary Evaluation Processes

The primary processes used to evaluate program and academic progress include course grades, research evaluation, certification of program completion, and the following program specific processes: program application; degree candidacy; research topic approval; and intent to graduate.

Requirements

The requirements for this degree include: (a) completion of at least 40 semester credits with an overall grade point average of 3.0 or better; (b) approval of degree candidacy at the appropriate time; and (c) completion of the research and professional requirements.

Research Preparation

12-19 credits

FN-770	Thesis in Food Science and Nutrition or	
FN-735	Problems in Food Science and Nutrition	2-6
STAT-520	Statistical Methods	3
PSYC-790	Applied Research Design	3
FN-7XX	Research in Food and Nutrition Science	3
XXX-XXX	Approved research course (prerequisite to FN-7XX)	1-4

Professional Preparation

21-28 credits

Core Requirements

5 credits

FN-701	Trends in Foods or Nutrition	3
FN-720	Workshop in Foods and/or	
FN-721	Workshop in Nutrition	2

Concentrations

A 16-23 credit concentration may be selected from patterns of advisement developed in consultation with the program director to meet individual needs of the student. See program director for concentration course selectives.

Food Science and Technology

16-23 credits

Human Nutritional Science

16-23 credits

Food and Nutrition Management and Marketing

16-23 credits

Note: FN-865 Supervised Practice in Medical Nutrition Management is the dietetic internship. Eight credits may be applied toward professional selective credits. Special admission required.

Guidance and Counseling

Dr. Mary Hopkins-Best, Program Director—School Counseling Concentration, 250 Vocational Rehabilitation Building, 715/232-1168

Dr. Gary Rockwood, Program Director—Mental Health Counseling Concentration, 250 Vocational Rehabilitation Building, 715/232-1303

Introduction

Master of Science Degree The program in guidance and counseling provides a basic preparation in counseling. The school counseling concentration can lead to certification by the State of Wisconsin for school counseling and employment in the public schools. The mental health counseling concentration leads to employment in a counseling position in other clinic and agency settings. There is an in-progress proposal to establish mental health counseling as a separate graduate degree.

Students who seek certification from the Wisconsin Department of Public Instruction must meet both elementary and secondary requirements for certification as a school counselor on a K-12 basis, or they may choose either the elementary or the secondary option.

Students interested in community, mental health agency, or alcohol and drug abuse counseling should apply for the concentration in mental health and consider the new, proposed program.

Learning experiences in the immediate professional setting include supervised counseling practicum and, in some concentrations, an internship.

Admission

To be admitted with full status to this program, the applicant must hold a bachelor's degree from an accredited college and have an overall grade point average of at least 2.75. Applicants may be admitted on probationary status if their overall grade point average is at least 2.5, but less than 2.75. These exceptions are subject to a strict limit of 10 percent of the students in the program and must be individually negotiated with the recommendation of the program director and the approval of the Graduate School.

Both the Graduate School Application form (*obtainable from the Graduate Office*) and a Program Application form (*obtainable from the program director*) must be submitted by each applicant, including the documents identified on these two forms. Applicants must have presented and filed all required admissions documents with the faculty and program director by February 1 for summer and fall terms, and October 1 for the spring term. After committee review and a personal interview, notification of acceptance will be made by May 1 for summer and fall terms, and December 1 for the spring term. The process and deadlines for selecting applicants will be strictly followed in each case.

Students will be admitted on the basis of academic performance, admissibility to the Graduate School, recommendations and rankings of a screening committee. These rankings are based on:

1. Experience in a helping profession, i.e., counseling, education, social work, psychology and volunteer activities.
2. Letters of recommendation from employers, instructors and consumers of services provided by the applicant.
3. An autobiographical statement in which the applicant has outlined assets and liabilities as a potential counselor trainee.
4. A personal interview with the program director and faculty.

Requirements

The requirements for the degree with the school counseling concentration requires a minimum of 36 credit hours (*not counting minimum competencies or internship*). Waived credits may not exceed those which would result in less than a 36-credit degree. Transfer credits may not exceed 12. A minimum grade of 2.75 is required for all core requirements. Students must also be approved for degree candidacy at the appropriate time and follow the approved program plan outlined here:

Core Requirements

Foundation (9 credits)

CDUN-675	Counseling Theory	2
COUN-752	Group Dynamics	2
CDUN-788	Counseling Process Laboratory	3
SPSY-753	Psychometric Theory and Application	2

Research (7-11 credits)

EDUC-729	Introduction to Research	1
EDUC-74D	Research Foundations	4
COUN-735	Problems in Counseling and Psychological Services (<i>Plan B</i>) or	
COUN-77D	Thesis (<i>Plan A</i>)	2-6

Concentrations

School Counseling Concentration

SCOUN-647	Behavior Problems of Children	2
SCOUN-733	Career Development Process and Issues	3
SCOUN-765	Organization and Administration of Guidance	3
SPSY-753A	Guidance Laboratory	1
SPSY-775	School Consultation	2
SPSY-777	Legal and Ethical Issues	2
SCOUN-76D	Theories and Techniques in Behavior Modification	2
SCDUN-782	PK-12 Developmental Guidance	3
SCDUN-789	Elementary Counseling Practicum <i>and/or</i>	
SCDUN-79D	Secondary Counseling Practicum	6

Elementary School Counseling

SCDUN-738	Guidance in the Elementary School	2
SCOUN-7D5	Play Therapy	2

Secondary School Counseling Concentration

SCDUN-787	Guidance and Transition in the Secondary School	1
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Selectives (1-3 credits)

SDC-71D	Counseling and Symbolic Interactionism	3
PSYC-666	Alcoholism and Family Systems Intervention	2
PSYC-551	Child Social Reasoning	2
EDUC-726	Administration	2
EDUC-XXX	Approved seminar/current issues course	1-3
SPED-5DD	Introduction to Cognitive Disability	3
SPED-662	Classroom Management	3
SPSY-768A	Diagnosis and Remediation of Learning Disabilities	2
REHAB-717	Occupational Analysis Placement	3

Internship Requirements

An internship is required for those without two years of teaching experience.

SCDUN-791	Internship	6
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Mental Health Counseling Concentration

The mental health counseling concentration is in the process of being established as a separate degree. See program director or for concentration requirements until the new program is effective.

Preparation for Further Development

Students who already hold a master's degree in some field of education, but who are not certifiable for counseling, may choose to meet certification requirements without the necessity of completing a second master's degree. The program director will evaluate transcripts and identify those courses that will be necessary for endorsement as a school counselor. Students seeking certification only must still apply for admission to the program.

Full Time or Part Time Study

Extended field placement (*practicum*) required in these programs consists of 300 hours for one semester in the school certification concentrations. Part-time study while holding a full-time job is very difficult unless the employment provides considerable flexibility. The practicum may not be completed in the summer session because the time available is not extensive enough and regular school placements are not available. Therefore, full-time study for at least one calendar year is recommended.

Home Economics

Dr. Karen Zimmerman, Program Director, 117 Home Economics Building, 715/232-2530

Introduction

Master of Science Degree The home economics program offers four concentrations. Each student's program is individually planned with the program director.

The **Early Childhood** concentration provides an opportunity for persons wishing to prepare for positions in child care administration, resource and referral, or teaching young children. Course work is also available to obtain Wisconsin certification for teaching grades 1-3 for students who already have obtained a bachelor's degree in Early Childhood Education from UW-Stout prior to 1990.

The **Apparel Design, Manufacturing and Retailing** concentration provides an opportunity for development of professional competencies in apparel design, apparel manufacturing, and/or retail. It prepares students for professional positions in business, merchandising or industry, or provides concentrated study for persons planning to teach at the college level.

The **Family and Consumer Education** concentration provides an opportunity for persons who are in or wish to prepare for a position which requires knowledge of several or all substantive areas of family and consumer sciences. Secondary teachers, as well as extension agents, frequently choose this concentration.

The **Family Studies and Human Development** concentration is designed for persons who want to work with families and individuals of all ages in community careers, extension and family life education settings (e.g. parent education, elder care).

Primary Evaluation Processes

The primary processes used to evaluate program and academic progress include course grades, research evaluation, certification of program completion, and the following program specific processes: program application; student advisement; residency; program plan; and intent to graduate.

Admission

To be admitted with full status to this program, the applicant must hold a bachelor's degree from an accredited college and have an overall grade point average of at least 2.75. This bachelor's degree will generally have been earned in the major areas of home economics.

Requirements

The requirements for this degree include completion of at least 30 hours of graduate credit with an overall grade point average of 3.0 or better. A minimum of 15 credits must be in courses open only to graduate students—700 or 800 level.

A common professional core is required of all students. The degree offers students a six-credit block of electives, and each concentration provides students with a selective area of specialty courses in addition to required course work.

Professional Core

12-16 credits required

CHD-700	Trends in Home Economics	2
HDFL-704	Child/Family Services or	
HDFL-715	Theories of Family Processes or	
BURL-790	Seminar: Textiles, Clothing and Retail Marketing or	
APRL-790	Seminar in Textiles, Clothing and Retail Marketing	2
FCSE-710	Applied Evaluation	2
EDUC-740	Research Foundations	4

Select one of the following:

BURL-735	Problems in Textiles, Clothing and Retail Marketing	2
APRL-770	Thesis – Textiles, Clothing and Retail Marketing	2-6
BURL-770	Thesis – Textiles, Clothing and Retail Marketing	2-6
APRL-735	Problems in Textiles, Clothing and Retail Marketing	2
APRL-769	Design Option Thesis	2-6
FCSE-770	Thesis – Home Economics	2-6
FCSE-735	Problems in Home Economics	2

Electives

6 credits required

Concentrations

Early Childhood		12 credits
FCSE-708	Curriculum Studies	2
	Selectives*	10
Apparel Design, Manufacturing and Retailing		12 credits
BURL-519	International Economic Trends in Textiles and Clothing	3
	Selectives*	9
Family and Consumer Education		12 credits
FCSE-708	Curriculum Studies	2
	Selectives*	10
Family Studies and Human Development		12 credits
HDFL-728	Family Life Issues	2
	Selectives*	10

* Selectives will provide in-depth knowledge in the student's chosen concentration. The student will choose the appropriate number of selective courses from the approved lists with faculty advisement.

Hospitality and Tourism

Mr. Robert Davies, Program Director, 448 Home Economics Building, 715/232-1480

Introduction

Master of Science Degree The hospitality and tourism graduate program is designed for persons desiring to enhance their management and research skills. The program goal is to challenge students with an educational experience that will prepare them to make significant contributions as management professionals.

Both concentrations are broad-based to anticipate rapid changes evident in the industry. Entering students bring the perspectives of varied educational and employment backgrounds. Program graduates enjoy diverse career opportunities in teaching, in state, national and international agencies, and in private industry trade associations. At the completion of this program, graduate students will have enhanced their management abilities through:

1. Understanding societal needs for leisure and business travel activities, and the requirements for implementing hospitality and tourism programs responsive to these needs.
2. Developing the capability to resolve problems at the management level of hospitality and tourism organization.
3. Conducting and interpreting intra- and interdisciplinary research.
4. Acquiring a knowledge of literature germane to hospitality and tourism.
5. Understanding the network of relationships among the components of hospitality and tourism, including impacts on the host society.
6. Identifying leading state, national and international organizations in hospitality and tourism.
7. Acquiring knowledge of sources of information germane to hospitality and tourism.
8. Applying computer capabilities to hospitality and tourism problems.

Admission

To be admitted with full status to this program, the applicant must (1) hold a bachelor's degree from an accredited institution; (2) have an overall grade point average of at least 3.0 on a 4.0 scale [$A = 4$]; (3) International students must score a minimum of 550 on the TOEFL.

This program is designed for applicants with an undergraduate major in hotel and restaurant or tourism management, or equivalent. However, applicants with bachelor's degrees in such fields as sociology, history, anthropology, geography, marketing, business administration, recreation or foreign languages are welcome. The records of applicants holding undergraduate degrees in these and other majors will be evaluated. Those applicants whose preparation for the program is deemed to be deficient will be required to complete additional work, which may be at the undergraduate level, prior to being fully admitted to this graduate program.

Students seeking full admission to the program will be expected to have had one course in each of the following areas or equivalent experience:

- Accounting
- Restaurant operation
- Introduction to hospitality and tourism
- Lodging operation
- Sociology or Anthropology
- Development of tourism or tourism goods and services

Students are advised to complete the application process by May 1 for Summer and Fall terms, and by October 1 for the Spring term. However, late applications may be considered if there are openings. Both a Graduate School application form and a program application form are required. All required admission documents, including official transcripts of all previous graduate and undergraduate work completed, should be received by the Graduate Office by these dates.

Students will be admitted on the basis of academic performance and other factors appropriate for consideration as follows:

- a. work experience in the hospitality and tourism industry.
- b. letters of recommendation from employers and/or previous instructors.
- c. ratings of the applicant as judged by a screening committee and program director's recommendation.

Primary Evaluation Processes

The primary processes used to evaluate program and academic progress include course grades, research evaluation, certification of program completion, and the following program specific processes: program application; program seminar; degree candidacy; and intent to graduate.

Requirements

The requirements for this degree include (a) completion of at least 36 semester hours of graduate credit with an overall graduate grade point average of 3.0 or better; a minimum of 15 credits must be in courses open only to graduate students-700-800 level; (b) approval for degree candidacy at the appropriate time; and (c) a course distribution as outlined here:

Required Courses

15-19 credits for on-campus candidates; 9 credits for on-line candidates

EDUC-740	Research Foundations or	
INMGT-700	Systems Analysis and Design or	
HT-757	Research Applications in Hospitality*	3-4
HT-700	Issues in Hospitality and Tourism	3
HT-701	Hospitality and Tourism Research Interpretation**	3
HT-702	Seminar in Hospitality and Tourism**	1
HT-7XX	Hospitality and Tourism Colloquium**	2
HT-770	Thesis-Hospitality and Tourism or	
HT-735	Problems in Hospitality and Tourism	2-6

Concentrations

Hospitality Concentration

10 credits

HT-755	Leadership and Management in Hospitality Industries***	3
FN-620	Food Styling	1-3
FN-661	Multicultural Aspects of Food and Nutrition Patterns	3
HT-530	Resort Planning and Operations	3
HT-630	Lodging Administration	3
HT-660	Hospitality Industry Law and Liability	3
HT-661	Hospitality Industry-Employee and Labor Relations	2
HT-662	Hospitality – Financial Analysis/Budget/Forecasting	3
HT-681	Special Problems in Hospitality and Tourism	2
HT-560	Hospitality and the Handicapped Traveler	1
HT-720	Management Concepts in Food Administration	1
HT-721	Operational Controls in Food Service Management	1
HT-799	Independent Study	1-3

Tourism Concentration

10 credits

HT-640	Sociocultural System of Tourism***	3
HT-7XX	Tourism Development***	3
HT-530	Resort Planning and Operation	3
HT-681	Special Problems in Hospitality and Tourism	2
HT-560	Hospitality and the Handicapped Traveler	1
HT-799	Independent Study	1-3
SOC-525	Sociology of Leisure	3

Global Hospitality Management Concentration

18 credits

HT-751	Strategic Management in Hospitality*	3
BUMGT-753	Managing Finance in Hospitality Industry*	3
HT-754	Managing Technology in Hospitality and Service Industry*	3
HT-755	Leadership and Management in Hospitality Industry*	3
HT-756	Hospitality and Tourism	
	Quality Assurance and Customer Service*	3
HT-758	Hospitality Operational Systems*	3

* Online concentration only [Global Hospitality Management]

*** On-campus only

*** Required course

Professional Elective Core

7-11 professional elective credits for on-campus concentrations approved in consultation with program director.

9 professional elective credits for online concentrations approved in consultation with program director.

Global Hospitality Management Concentration

The hospitality and tourism program has partnered with European and Asian universities to deliver a unique global graduate program. The global hospitality management concentration is designed for the working professional worldwide that cannot attend the traditional university classroom. This specialized 36-credit master of science degree is delivered online in three credit courses over a period of 30 months. Nine of the 36 concentration credits can be selected from the participating partner institutions.

Students join a global network of learners. Classmates represent hospitality professionals around the world. Students become part of an action-learning environment that is not limited by time or space. Students will obtain a variety of career and academic benefits, a fully accredited program, virtual classroom flexibility, global experience, collaborative learning and enhanced career advancement.

Admission to the Global Concentration

- The global concentration requires a minimum of three years full-time, hospitality-related work experience. Three years experience at the supervisory or managerial level is preferred.
- Demonstrated or willingness to acquire proficiency in accounting and finance.
- Completed global concentration application
- Three recommendations
- Resume
- TOEFL score of 550 for international applicants

Applicants for the global concentration should maintain the following technical skills and computer equipment:

- Pentium level computer with CD ROM drive and 32m or more RAM
- Access to the Internet
- Word processing, spreadsheet, Internet browsing and operating system skills.

Industrial / Technology Education

Dr. Brian McAlister, Program Director, 224C Communication Technologies Building, 715/232-5609

Introduction

Master of Science Degree This program is especially designed for individuals with undergraduate preparation in industrial arts, industrial education, technology education and related fields. However, it is also open to others interested in entering the technology education field.

The program provides opportunities for students to expand their knowledge and competence in technology education. Specifically, this program will provide students the opportunity to:

1. Understand the history, issues and philosophy of industrial/technology education.
2. Develop or expand competence in curriculum development.
3. Understand and apply learning theory to develop teaching strategies suitable for teaching in classroom and laboratory or work settings.
4. Develop effective interpersonal relationship skills.
5. Develop or expand the ability to organize, manage and maintain a technology education laboratory or work environment.
6. Design and use evaluation instruments and procedures.
7. Develop or expand competence in technical areas suitable for teaching technology education.
8. Understand and be able to use information gained from technical and educational research.

Admission

To be admitted with full status to this program, the applicant must hold a bachelor's degree in industrial arts education or technology education (or equivalent) from an accredited college and have an overall grade point average of at least 2.75. This assumes preparation and certification (or eligibility for certification) for teaching industrial arts or technology education.

A deficiency in these admission requirements does not preclude admission, but it may require completion of additional undergraduate work and/or increase the amount of graduate credit required to earn the degree.

Primary Evaluation Processes

The primary processes used to evaluate program and academic progress include course grades, research evaluation, certification of program completion, and the following program specific processes: program application; degree candidacy; and intent to graduate.

Requirements

Requirements for this degree include: (a) completion of at least 30 semester hours of graduate credit with an overall graduate grade point average of 3.0 or better; a minimum of 15 credits must be in courses open only to graduate students—700 level; (b) approval for degree candidacy at the appropriate time; and (c) a course distribution as follows:

Preparation in Research

5 credits

TECED-739	Introduction to Research in Vocational/Technology Education	1
EDUC-740	Research Foundations	4

Preparation Basic to Program

14 credits

TECED-704	History/Philosophy of Technology Education	2
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Select at least one from each cluster:

Cluster 1. Foundations in Philosophy or Psychology

TECED-708	Issues in Technology Education	2
TECH-532	Futures of Technology	2
PSYC-730	Advanced Psychology of Learning	2

Select at least two from this cluster:

Cluster 2. Curriculum and Program Development

TECED-530	Implementing Technology Education	3
TECED-638	Course Construction	2
TECED-710	Curricular Innovations in Technology Education	2
VTAE-674	Adult Education	2
EDUC-750	Curriculum Theory and Practice	2-3

Cluster 3. Facilitation and Management of Learning

TECED-533	Technical/Vocational Planning Laboratories	2
TECED-603	Activities in Technology/Vocational Education	2
TECED-637	Organization and Management of Technical Labs	2
XXXX-XXX	Graduate level computer course	

Cluster 4. Evaluation

EDUC-742	Program Evaluation	3
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Cluster 5. Technical Research

XXXX-XXX	Any Advanced Technical Problems	2-6
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Cluster 6. Research

TECED-735	Problems in Industrial/Technology Education	2
TECED-770	Thesis – Industrial/Technology Education	6

Preparation for Further Development

For students planning careers in teaching, it is recommended that their technical work (graduate and undergraduate) total at least 45 semester hours. Additional electives will be selected with approval of the graduate program director. A complete list of graduate work appropriate to this degree program is maintained by the program director.

Preparation Through Advisement Patterns

This program is designed so that at least one of a variety of advisement patterns can be developed within the framework of the industrial education degree programs. Beyond the preparation in research (7-11 credits) and preparation basic to the program (14 credits), students will choose, in consultation with their program director, an advisement pattern supporting their work-role/life-role goals and select learning experiences (course work) which will support them in such areas as industrial or technology education teacher, supervisor or administrator in elementary, middle-junior high school, senior high school, post-high school, college or university, industry or other selected areas.

Management Technology

Dr. Thomas Lacksonen, Program Director, 281D Technology Wing – Jarvis Hall, 715/232-1144

Introduction

Master of Science Degree This program provides educational experiences that prepare graduates for management and staff positions in business and industry. The students select an operational specialty area depending on their professional goals, educational background and available faculty expertise. Operational specialties such as industrial/operations management, quality management, manufacturing management, facilities management, communication system management, construction management, graphic arts management, packaging and industrial training may be developed. Learning experiences in the immediate professional setting include advanced technical problems and the field project.

Admission

To be admitted with full status to this program, the applicant must hold a bachelor's degree from an accredited college, have an overall grade point average of at least 2.75 and have the equivalent of two years of appropriate work or military experience.

Prerequisite courses may be prescribed upon evaluation of undergraduate transcripts if the student does not have a strong background in production management, marketing, accounting, engineering economy, statistics and a technical area.

Primary Evaluation Processes

The primary processes used to evaluate program and academic progress include course grades, research evaluation, certification of program completion, and the following program specific processes: program application; self assessment; degree candidacy; and intent to graduate.

Requirements

The requirements for this degree include: (a) completion of at least 30 semester hours of graduate credit with an overall graduate grade point average of 3.0 or better, a minimum of 15 credits must be in courses open only to graduate students – 700 level; (b) approval for degree candidacy at the appropriate time; and (c) a course distribution as outlined here:

Professional Foundations

12 credits

INMGT-700	Systems Analysis and Design	3
INMGT-710	Seminar in Industrial Operation	2
INMGT-720	Foundations in Industrial Operations	2
INMGT-740	Introduction to Decision Theory	3
BUMGT-760	Corporate Planning	2

Leadership

Minimum of 5 credits

INMGT-600	Organizational Leadership	3
INMGT-616	People, Process, Organization Culture	2
INMGT-630	Employee Involvement: Work Teams	2
INMGT-660	Industrial Management	2
INMGT-750	Organizational Development	3
BUINB-538	International Logistics	3
BUINB-685	International Marketing	3
BUMKT-679	Marketing Research	3
BUMGT-680	Entrepreneurship	3
BUMGT-690	Strategic Management and Business Policy	3
COUN-752	Group Dynamics	2
RC-781	Risk Management in Loss Control	3
REHAB-717	Occupational Analysis and Job Placement	3
PSYC-570	Assertive Training Procedures	2
PSYC-579	Public Relations	2
PSYC-581	Industrial Psychology	2
PSYC-679	Advanced Public Relations	2
PSYC-760	Personality	2

Operational Specialty

Minimum of 8 credits

Students select an operational specialization area depending on their professional goals, educational background and available faculty expertise. The courses within the operational specialty area are selected with the advisement of the program director. Students have developed such operational specialties as industrial management, construction management, graphic communication, electronics, systems analysis and design, and industrial training. Specialties may be developed to meet changing business and industrial needs.

Culminating Integrative Experience

Minimum of 2 credits

INMGT-735	Problems in Management Technology	2
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Marriage and Family Therapy

Dr. Charles Barnard, Program Director, 222 Vocational Rehabilitation Building, 715/232-2404

Introduction

Master of Science Degree The offerings are designed to develop specific competence in the following areas of marriage and family therapy: therapy services, consultation, coordination, referral, psychometric assessment and evaluation, ethics and related issues, and research design and procedures. This program is designed to prepare people for work in settings such as mental health clinics, family life agencies, hospitals, industry, schools and/or private practice. The core of the program is experientially and practically orientated. This program is fully accredited by the American Association for Marriage and Family Therapy.

Learning experiences in the immediate professional setting include marriage and family therapy practicums.

Admission

To be admitted with full status to this program, the applicant must hold a bachelor's degree from an accredited college and have an overall grade point average of at least 2.75. Applicants may be admitted on probationary status if their overall grade point average is at least 2.5, but less than 2.75. Applicants who have less than a 2.5 overall grade point average, but have relevant work experience since receiving the bachelor's degree and who are otherwise judged qualified as indicated below, may qualify for admission by taking a full credit load of selected graduate courses during the summer session or regular session and attaining a 3.0 grade point average.

It is recommended that the applicant have an undergraduate degree with major emphasis in one of the behavioral sciences or a closely related field. Applicants with deficiencies may be required to take additional undergraduate or graduate courses prior to attaining full status in the program. Students must complete the admissions process no later than March 15 of the year enrollment is planned. Both a Graduate School application form (*obtainable from the Graduate Office*) and program application forms (*obtainable from the office of the program director*) are required. Completion of the admission process means that all required admission documents must be in the Graduate Office and program admission documents must be in the program director's office prior to March 15.

When the number of students applying exceeds the number that can be accommodated, students will be admitted on the basis of academic performance and other factors appropriate for consideration including:

1. Work experience in a helping profession, i.e., counseling, social work, psychology, agency work, clergy and education.
2. Letters of recommendation from employers and consumers of services provided by the applicant. (*Request these forms from the program director.*)
3. Ratings of the individual as determined by a screening committee and process evaluation.

Primary Evaluation Processes

The primary processes used to evaluate program and academic progress include course grades, research evaluation, certification of program completion, and the following program specific processes: program application; admissions interview; applicant's goals; practicum evaluation; and intent to graduate.

Requirements

The requirements for this degree include: (a) completion of the 60-credit curriculum or demonstrated competence in the 60-credit curriculum with completion of at least 30 semester hours of graduate credit with an overall graduate grade point average of 3.0 or better; a minimum of 15 credits must be in courses open only to graduate students—700 level; (b) approval for degree candidacy at the appropriate time; and (c) a course distribution as outlined here:

Professional Foundations

7 credits

HDFL-742	Human Development	2
COUN-675	Counseling Theory	2
COUN-723	Psychopathology Assessment	3

Research Component

6 credits

EDUC-740	Research Foundations	4
TRDIS-735	Investigations	2

Basic Preparation

43 credits

HDFL-653	Relationship Communication Training	2
HDFL-715	Theories of Family Process	2
HDFL-750	Systems of Marital and Family Therapy	3
HDFL-751	Seminar in Marriage and Family Therapy	3
HDFL-755	Professional Issues in Marriage and Family Therapy	3
HDFL-760	Sex Therapy Seminar	2
HDFL-764	Marriage and Family Therapy Prepracticum Seminar	1
HDFL-793	Marriage and Family Therapy Practicum I	4
HDFL-794	Marriage and Family Therapy Practicum II	4
ANTH-610	The Anthropological Study of Family Systems	3
PSYC-666	Alcoholism and Family Systems Intervention	2
PSYC-744	Psychometric Aids to Marriage and Family Therapy	2
PSYC-763	Marriage and Family Therapy Prepracticum Seminar	1
PSYC-793	Marriage and Family Therapy Practicum	4
PSYC-794	Marriage and Family Therapy Practicum	4
PSYC-795	Marriage and Family Therapy Practicum	3

Electives

5 credits

XXX-XXX	Any approved electives	5
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Risk Control

Dr. Elbert Sorrell, Program Director, 125 Jarvis Hall – Science Wing, 715/232-2630

Introduction

Master of Science Degree This program is designed to prepare students for management positions in the field of occupational/industrial safety, health and environmental risk control through advisement, course work and applied research. The structure of the program focuses on meeting the professional and personal needs of the student.

The purpose of the program is to provide a comprehensive course of study in risk control management. The program has three components. The first two, safety engineering and industrial hygiene/environmental affairs, are technical in nature and are integrated with the third component, management/applied research, to provide a broad based technical/managerial perspective. Additional emphases in safety engineering and industrial hygiene/environmental affairs are also available.

Students completing the program are able to identify environmental, health and safety exposures posing risk to organizations and people. They are able to assist in control development, implementation and performance measurement, using group leadership techniques to ensure regulatory compliance and contribution to operational productivity through loss prevention/reduction.

Instructional efforts are directed to experiences that will provide students the capability to work effectively in their professional setting and to conduct applied research in various areas of risk control.

Applied learning experiences in the immediate professional setting include field problems and internships in risk control.

Admission

To be admitted to this program with full status, the applicant must hold a bachelor's degree from an accredited college with an overall grade point average of at least 3.0. In addition, the applicant must have appropriate academic preparation in a scientific, technical and/or related area. Professional, industrial/trade or educational experience is recommended prior to enrollment in the program.

A deficiency in these admission requirements does not preclude admission. It may require completion of additional undergraduate work and/or increase the amount of graduate credit required to earn the degree. An individual program of study will be designed by the program director to accommodate the requirements of the profession and the needs of the student.

Final student selection and admission to the program will be accomplished by the program director and the faculty of the Risk Control Center. Priority admission for the Fall semester will be done continuously through May. Late applications may be considered after this date. Priority admission for the Spring semester will be done continuously through November. Late applications may be considered after this date.

Primary Evaluation Processes

The primary processes used to evaluate program and academic progress include course grades, research evaluation, certification of program completion, and the following program specific processes: program application; applicant's goals; admissions interview; related work experience; program plan/degree candidacy; and intent to graduate.

Requirements

The requirements for this degree include (a) completion of at least 38 semester hours of graduate credit with an overall graduate grade point average of 3.0 or better; a minimum of half of the credits must be in courses open only to graduate students—700 level; (b) approval for degree candidacy at the appropriate time; and (c) a course distribution as outlined here:

Management/Applied Research

17-18 credits

RC-781	Risk Management in Loss Control	3
RC-782	Risk Control Management	3
RC-735	Field Problem in Risk Control	3
RC-785	Seminar in Risk Control	2

Select One:

RC-572	Behavioral Approach to Accident Prevention	3
INMGT-600	Organizational Leadership	3
INMGT-750	Organizational Development	3

Select One:

INMGT-700	Systems Analysis and Design	3
EDUC-740	Research Foundations	4

Selectives:

RC-784	Internship – Risk Control	2-4
RC-592	Construction Risk Management	3
INMGT-520	Quality Assurance	3
INMGT-525	Quality Management	3
TRHRD-560	Training Systems in Business and Industry	3

Safety Engineering

13 Credits

RC-583	Voluntary OSHA Compliance	3
RC-784	Safety Engineering Standards	2
RC-586	Fire Protection	3
RC-587	Human Factors Engineering/Ergonomics	3
RC-589	Fleet Risk Control Management	3

Safety Engineering Emphasis Electives

RC-787	Ergonomics Instrumentation	2
RC-571	Alcohol, Drugs and Accident Prevention	3
RC-588	Construction Safety	2
RC-590	Product/Service Liability	2
INMGT-530	Materials Handling	3

Industrial Hygiene/Environmental Affairs

8 Credits

CHEM-742	Industrial Hygiene	3
CHEM-752	Hazardous Waste Management	3
CHEM-710	Industrial Hygiene Instrumentation	2

Industrial Hygiene/Environmental Affairs Emphasis Electives

RC-700	Semiconductor Risk Control	1
BIO-720	Occupational Toxicology/Radiation Biology	3
CHEM-553	Environmental Chemistry	3
CHEM-762	Industrial Hygiene Ventilation and Noise Control	3

School Psychology

Ms. Jacalyn Weissenburger, Program Director, 409 Education and Human Services Building, 715/232-1326

Introduction

Master of Science in Education The school psychology program provides students with specialized training in both psychology and education. School psychologists use their knowledge, training and skills to team with educators, parents and other mental health professionals. They work to maximize the learning of students and to promote the development of safe, healthy and enriching school environments.

There are two degree options within the school psychology program at UW-Stout. The Master of Science in Education degree (M.S.Ed.) course work occupies the first year of study, and the Education Specialist degree in school psychology (Ed.S.) is completed after the second year of study and a third year of internship. Following successful completion of both degrees, students are eligible for full certification by the Wisconsin Department of Public Instruction and the corresponding agency in most other states. Additionally, after completing both degrees, students are eligible for national certification by the National Association of School Psychologists (NASP).

The M.S.Ed. degree in school psychology is a 30-credit degree program. Students complete course work in psychometrics, counseling, assessment, diagnosis and psychoeducational disabilities. After satisfactorily completing 30 credit hours and a thesis, students are awarded the degree.

Degree Program Admission

To be admitted with full status to the program, the applicant must hold a bachelor's degree from an accredited college and have an overall undergraduate grade point average of 3.0 or better. A limited number of applicants may be admitted on probationary status if their overall grade point average is at least a 2.75.

Applicants should have an undergraduate degree with a major emphasis in one of the behavioral sciences or a closely related field. As part of the preparation for entry, a minimum of 15 credits in psychology and/or education are recommended. Course work necessary for sufficient preparation includes developmental psychology, abnormal psychology, personality, learning and statistics. An applicant with insufficient background may be required to take specific undergraduate courses in these areas in addition to those required within the graduate program.

The Graduate School Application form (*obtainable from the Graduate Office in Bowman Hall*), the Program Application form (*obtainable from the program director*), and their respective documents must be submitted by each applicant. Applicants must have presented and filed all required admission documents by January 15 prior to enrollment. After committee review, selected applicants will be invited for personal interviews. Following the committee's review, applicants will be notified of their status prior to April 15. If openings occur after this date, the program director and the committee may consider late applications.

Students will be admitted on the basis of academic performance, the recommendation of the Graduate School, and the rankings of the admission's committee. These rankings are based on:

1. Letters of recommendation from employers, faculty, and persons knowledgeable regarding the qualifications of the applicant.
2. The applicant's previous grade point average.
3. An interview in person (*or by telephone when restriction prohibits a personal interview*).
4. An autobiographical statement in which the applicant has outlined areas of interest, intent and professional goals.
5. A spontaneous writing sample completed by the applicant on the interview date.
6. Work or volunteer experience in the helping professions.

Education Specialist Degree Admission

Admission to the M.S. Ed. program in school psychology does not ensure admission to the Ed.S. program. Admission to the Ed.S. program requires an application to the Graduate School and the Ed. S. program.

Applicants to the Ed.S. program must have maintained at least a 3.25 graduate grade point average, and attained a grade of "B" or better in the following courses: Counseling Process Laboratory, Advanced Individual Mental Testing, Diagnosis and Remediation of Learning Disabilities, Learning Disabilities Laboratory, and Supervised Counseling Practicum. Further, an applicant must be considered a student in good standing, have demonstrated appropriate professional conduct as a graduate student, and have passed a background check conducted by the appropriate state or federal agency.

Practicing professionals who already possess a related master's degree may also wish to seek school psychology certification. Such individuals also must apply for admission to the Ed.S. degree in school psychology program.

Primary Evaluation Processes

The primary process used to evaluate a student's performance is a regularly scheduled review by the program committee of a student's course grades, research activities, practicum evaluations, and professional ethical/legal conduct. Program faculty convene once a semester to evaluate each student's progress. Degree candidacy is awarded to students who are in good standing, have fulfilled all Graduate School requirements for degree candidacy, have fulfilled all school psychology program requirements for degree candidacy, have acquired 30 or more credits of course work in school psychology, and have completed a Master's Thesis (*Plan A or Plan B*).

Requirements

The program outlined here includes all requirements for the M.S.Ed. and Ed.S. degrees in school psychology. Completion of the M.S.Ed. degree will require a minimum of 30 credits, completion of a Plan A or Plan B thesis, and the inclusion of all courses indicated in bold type. Credits earned toward the degree must meet a grade point average of 3.0 or better. A minimum of 15 credits must be at the 700 level.

All of the following courses are required for full certification as a school psychologist. The first 30 credits can be applied toward the M.S.Ed. degree. The remaining credits, internship, and Specialist Thesis can be applied toward the Ed.S. degree in school psychology after an applicant has been admitted into the Ed.S. program.

Degree Without Certification

Students who do not intend to work in the schools as a school psychologist but are interested in a related field (*where preparation emphasizing assessment, counseling, consultation, and disabilities is desirable*) may elect to complete the M.S.Ed. degree only.

Provisional Certificate or Licensure

A provisional certificate or licensure will be awarded to a student who has completed a master's degree and all remaining course work (*except the Internship and Specialist Thesis requirements of the Ed.S. degree*) by the Department of Public Instruction in Wisconsin or a corresponding agency in most states.

Core Professional Training

40 Credits

SPSY-753B	Laboratory – School Psychology	1
SPSY-743	Advanced Individual Mental Testing	3
SPSY-768	Diagnosis and Remediation of Learning Disabilities	2
SPSY-768A	Learning Disabilities Diagnosis and Remediation Laboratory	1
SPSY-710	Psychoeducational Assessment of Young Children	2
SPSY-745	Assessment of Personality	2
SPSY-778	Psychoeducational Disability	3
SCOUN-760	Theories and Techniques of Behavior Modification	2
COUN-788	Counseling Process Laboratory	3
SPSY-775	School Consultation	2
SPSY-701	Seminar – School Psychology Services	2
SPSY-781	Field Practicum in Psychoeducational Services I	3
SPSY-782	Field Practicum in Psychoeducational Services II	3
SCOUN-705	Play Therapy	2
SCOUN-790	Supervised Secondary Counseling Practicum	3-6
COUN-752	Group Dynamics	2
SPSY-784	Clinical Practicum in Psychoeducational Services I	2
SPSY-785	Clinical Practicum in Psychoeducational Services II	2

Psychological Foundations

15-19 Credits

PSYC-850	Psychology of Development	3
PSYC-730	Advanced Psychology of Learning	2
COUN-675	Counseling Theory	2
SPSY-753	Psychometric Theory and Application	2
EDUC-740	Research Foundations	4
SPSY-735	Problems in School Psychology (<i>Plan B</i>) or	
SPSY-770	Thesis (<i>Plan A</i>)	2-6

Educational Foundations

8 Credits

SPED-630	Inclusion of Students with Exceptional Needs	3
SPSY-777	Legal and Ethical Issues for School Counselors and Psychologists ..	2
EDUC-536	Multiculturalism	2
EDUC-576	Cross-Cultural Field Experience	1

Education Specialist Degree Requirements

15-18 Credits

SPSY-792	Internship in School Psychology	6
SPSY-870	Specialist Thesis	3-6

Course work completed during the master's program is indicated in **bold**.

Training and Development

Mr. Joseph Benkowski, Program Director, 102 Communication Technologies Building, 715/232-5266

Introduction

Master of Science Degree This graduate program is intended for individuals employed in business and industry or the public sector who have a strong career interest in the field of training and development; area business people who wish to acquire credentials in the field of training and development; and individuals who have graduated with various undergraduate majors, including those who have completed a specialization in Training and Human Resource Development.

At the completion of this program, individuals will be able to manage and coordinate training and development programs; analyze training needs; design, deliver and evaluate training programs; and develop training competencies in managers and supervisory personnel.

This 30-credit program may be completed on either a full-time or part-time basis. The training and development program is designed to be completed in one calendar year (*two semesters and a summer session*) of full-time attendance.

Admission

To be admitted with full status to this program, applicants must hold a bachelor's degree from an accredited college and have an overall grade point average of at least 2.75. Applicants may be admitted on probationary status if their overall grade point average is at least 2.5 but less than 2.75.

Entrance Requirements:

1. A completed bachelor's degree in a technical or business field or a field related to training and development.
2. Introductory courses in training and development and organizational leadership (*e.g. TRHRD-360/560 Training Systems in Business and Industry and INMG-400/600 Organizational Leadership*) or equivalent work experience.
3. An introductory course in computer applications or equivalent computer experience.
4. Able to meet all requirements of the UW-Stout Graduate School.

A deficiency in these admission requirements may require completion of additional undergraduate courses, and/or an increase in the number of graduate credits required to earn the degree.

Primary Evaluation Processes

Processes used to evaluate program and academic progress include course grades, research evaluation, certification of program completion, and the following specific processes: program application, applicant's goals; related work experience; program plan; student advisement; degree candidacy; and intent to graduate.

Requirements

Requirements for the degree include: (a) completion of at least 30 semester hours of approved graduate credits with an overall grade point average of 3.0 or better; a minimum of 15 credits must be in 700-level courses open only to graduate students; (b) approval for degree candidacy at the appropriate time; and (c) a course distribution as follows:

Required Research Preparation

7 credits

INMG-700	Systems Analysis and Design	3
TRHRD-735	Field Problem in Training and Development	4

Required Professional Core Courses

18 credits

INMG-750	Organizational Development	3
MEDIA-710	Learning Technologies	3
TRHRD-730	Training Design and Evaluation	3
TRHRD-740	Management and Coordination of Training and Development	3
TRHRD-746	Seminar in Training and Development	1
VTAE-534	Performance Analysis	3
PSYC-770	Psychology of the Adult Learner <i>or</i>	
PSYC-730	Advanced Psychology of Learning	2

Professional Selectives

5 credits

Choose courses related to training and development with the approval of the program director.

Degree Program Supervision

Before completing 9 credits, students will prepare a program plan in keeping with degree requirements and the student's special needs. At that time, the program director will suggest courses that will help the student meet employment goals.

Vocational and Technical Education

Dr. Howard Lee, Program Director, 280 Technology Wing – Jarvis Hall, 715/232-1251

Introduction

Master of Science Degree The graduate program in vocational and technical education is designed to increase the professional competence of those who plan to serve in a high school or post high school program as a teacher, coordinating teacher, coordinator, supervisor, local vocational education coordinator or administrator of vocational education. Learning experiences in the immediate professional setting include internship, outreach courses and independent study.

Admission

To be admitted with full status to this program, the applicant must hold a bachelor's degree from an accredited college and have an overall grade point average of at least 2.75.

Applicants with undergraduate degrees and certification in the various subject areas of vocational-technical education are generally eligible.

Applicants with appropriate subject matter backgrounds, but who do not have the required professional education, will need to complete, for undergraduate credit, at least one appropriate methods course. This should be completed early in the program.

Applicants for the emphasis in Local Vocational Education Coordination (LVEC) must complete, for undergraduate credit, a course in the principles, issues and/or philosophy of vocational-technical education. (Request additional admission information from the program director for the LVEC emphasis.)

Prior to the awarding of the degree, the student must present evidence of the necessary amount and kind of occupational experience as specified by the appropriate state certifying agency.

A deficiency in these admission requirements does not preclude admission, but may require completion of additional undergraduate work and/or increase the amount of graduate credit required to earn a degree.

Primary Evaluation Processes

The primary processes used to evaluate program and academic progress include course grades, research evaluation, certification of program completion, and the following program specific processes: application; degree candidacy; and intent to graduate.

Requirements

The requirements for this degree include (a) completion of at least 30 semester hours of graduate credit with an overall graduate grade point average of 3.0 or better; a minimum of 15 credits must be in courses open only to graduate students – 700 level; (b) approval for degree candidacy at the appropriate time; and (c) a course distribution which is outlined here:

Preparation in Research

6-10 credits

TECED-739	Introduction to Research in Vocational/Technology Education	1
VTAE-735	Problems in Vocational Education or	
VTAE-770	Thesis – Vocational Education or	
VTAE-784	Internship – Local Vocational Education Coordinator (LVEC only) ...	2-8
EDUC-740	Research Foundations	4

Concentrations

Teaching

20-24 credits

VTAE-502	Principles of Vocational, Technical and Adult Education	2
PSYC-730	Advanced Psychology of Learning	2
TECH-532	Futures of Technology	2

Plus, appropriate courses in the teaching/learning process.

Administration

20-24 credits

VTAE-502	Principles of Vocational, Technical and Adult Education	2
PSYC-730	Advanced Psychology of Learning	2
TECH-532	Futures of Technology	2

Plus, appropriate courses in administration.

Local Vocational Education Coordination

18-26 credits

This emphasis is the certification program for Local Vocational Education Coordinators in Wisconsin; similar positions exist in other states.

VTAE-560	Cooperative Occupational Education Programs	2
VTAE-710	Coordination and Supervision of Vocational Education or	
EDUC-726	Administration	2-3
EDUC-750	Curriculum Theory and Practice	2
PSYC-579	Public Relations	2
SPSY-753	Psychometric Theory and Application	2

Marketing Education

4 credits

ME8E-701	Issues in Vocational Marketing Education	2
ME8E-702	Improving Marketing Education Methods/Materials	2

Special Needs

20-24 credits

VTAE-502	Principles of Vocational, Technical and Adult Education	2
VTAE-710	Coordination and Supervision of Vocational Education	2
SPEC-630	Mainstreaming Students With Exceptional Educational Needs	3
PSYC-730	Advanced Psychology of Learning	2

Select remaining other credits from the following:

TECH-733	Impacts of Technology	2
VTAE-534	Task Analysis	2
VTAE-560	Cooperative Occupational Education Programs	2
VTAE-746	Seminar	1-3
VTAE-780	Internship – Vocational Education	4-8
VTAE-792	Administration – Vocational, Technical and Adult Education ...	2
EDUC-536	Multiculturalism: Issues and Perspectives	2
SPED-516	Psychology of the Exceptional Child	2-3
SPED-518	Introduction to Teaching/Assessment in Special Education ...	2
SPED-526	Practicum in Special Education	2
SPED-662	Classroom Management Techniques	3
REHAB-723	Procedures of Vocational Evaluation	3

Preparation for Further Development

The student should confer with the program adviser in choosing the elective credits to complete the 30-hour degree requirements. There is considerable flexibility in the program with regard to electives, and they may be taken as needed to fulfill the individual goals and objectives of the student. Generally, if appropriate to your goal, electives may be chosen from your technical field. Persons preparing to teach will select advanced courses in their subject field. This bulletin lists graduate level technical courses, which are available for graduate credit in certain individual situations. Students are urged to investigate advanced subject matter courses suitable to their particular teaching field; in some teaching areas, it may be desirable to transfer them from another institution. However, prior approval to take any course should be obtained.

Vocational Rehabilitation

Dr. Robert Peters, Program Director, 250F Vocational Rehabilitation Building, 715/232-1983

Introduction

Master of Science Degree The Vocational Rehabilitation program is guided by its mission to prepare rehabilitation professionals who will assist and support individuals with disabilities during the rehabilitation process. Emphasis is given to the vocational, social, adjustment and independent living phase of rehabilitation. The program is designed to prepare personnel to assist individuals with disabilities to make and implement their own life choices so as to lead more satisfying lives. It emphasizes understanding vocational issues in order to use them as strategies to empower individuals with disabilities.

It is within the mission to provide programming for individuals preparing to enter professional-level rehabilitation positions as well as personnel currently employed but who wish to upgrade and maintain their professional skills. Four concentrations are currently available which (a) form a rehabilitation foundation; (b) provide opportunities for career advancement and development of leadership potential; and (c) provide a specialization within rehabilitation. These concentrations include rehabilitation counseling, rehabilitation facility administration, vocational evaluation and school to work transition. At program completion, each student will (a) define the functional impacts of disabling conditions; (b) understand the process of coordinating community services to serve people who are disabled; (c) analyze jobs and career opportunities to assist in planning and/or developing rehabilitation services; (d) understand rehabilitation philosophy, trends and practices; and (e) apply research findings to improve services to people with disabilities. The goal of each concentration is to prepare rehabilitation professionals who have the knowledge, skills and experiences necessary to work effectively in the field. The concentration in rehabilitation counseling is accredited by the Council on Rehabilitation Education (CORE).

The master of science degree program in vocational rehabilitation is a 48-credit program. A maximum of six credits can be waived by the program director due to completion of equivalent graduate or undergraduate work with a grade of "B" or better. Both part-time and full-time students are accommodated through course scheduling, although the vocational evaluation concentration does require a one-semester, on-campus practical experience. Students may elect to complete more than one concentration by completing the prescribed course work. At least one elective is available for each student to pursue a personal interest area that will complement the established program. Each concentration includes learning experiences in professional settings as part of the 27-credit concentration. Students have the option to focus on a particular rehabilitation setting (*e.g., independent living, community-based programs, state agencies, proprietary agencies*).

Admission

A program-specific application (*obtained from the program director*) is required in addition to the Application for Admission to the Graduate School. In order to assure completion of the review process, the Graduate School and the vocational rehabilitation program applications, including all supporting documents, must be received six weeks prior to the start of the term for which admission is requested.

Entrance into the program requires the unanimous vote of approval by the Vocational Rehabilitation Admissions Committee. Approval will be dependent upon:

1. demonstrated potential for successful academic achievement at the graduate level;
2. interest in working with people with disabilities;
3. personal and social characteristics necessary to work with people with disabilities, such as personal and social maturity and a combination of patience, empathy and understanding;
4. ability to work independently;
5. ability to carry out professional responsibilities.

The decision for admission or denial of admission by the Vocational Rehabilitation Program Admissions Committee will be based on the criteria above with information obtained from records of undergraduate and/or other graduate academic attainment, letters of reference from a minimum of three persons who are familiar with the applicant in work or educational settings, information provided on the program application form, and other data and information received by the committee. The committee may require an interview in any case where information submitted is insufficient for rendering a decision.

To be admitted with full status to this program, the applicant must hold a bachelor's degree from an accredited college and have an overall grade point average of at least 2.75. Applicants may be admitted on probationary status if their overall grade point average is at least 2.5 but less than 2.75.

Students from a variety of educational backgrounds are eligible for admission. Applicants with degrees such as vocational rehabilitation, psychology, sociology, business, industrial technology, vocational education, special education, occupational therapy, physical therapy, communication disorders, recreational therapy and social work can find appropriate applications within the program. Although a specific educational background is not required, the applicant's transcripts will be evaluated to determine if deficiency work at the undergraduate level, or additional graduate work, will be required to earn a degree. Deficiency requirements may differ among the various concentrations.

Primary Evaluation Processes

The primary processes used to evaluate program and academic progress include course grades, research evaluation, certification of program completion, and the following program specific processes: program application; practicum evaluation; internship evaluation; degree candidacy; and intent to graduate.

Prior to the granting of degree candidacy, a preliminary oral examination is conducted by the Vocational Rehabilitation Program Retention Committee. The committee will evaluate (a) the acquisition of a knowledge base as identified in program and concentration objectives; (b) existence of interests, aptitudes and personality consistent with requirements for successful practice in rehabilitation; (c) demonstrated potential for successful practice in the field of rehabilitation; and (d) the meeting of all Graduate College requirements for degree candidacy. A copy of the committee procedures is available from the program director.

Requirements

The requirements for this degree include (a) completion of a minimum of 48 semester hours of graduate credit (a maximum of 6 credits may be waived, resulting in a 42-credit program); (b) an overall grade point average of 3.0 or better; (c) at least half of the credits must be in courses open only to graduate students—700 or 800 level; (d) a minimum grade of "B" or better in laboratory, practicum and internship courses; (e) approval for degree candidacy at the appropriate time; (f) completion of the professional core; and (g) a course distribution as outlined for the specific concentration.

Professional Core

21-25 credits

EDUC-740	Research Foundations	4
REHAB-701	Foundations of Rehabilitation	3
REHAB-713	Aspects of Disability: Physical Disability	3
REHAB-714	Aspects of Disability: Cognitive Disability	3
REHAB-717	Occupational Analysis and Job Placement	3
REHAB-735	Problems in Vocational Rehabilitation or	
REHAB-770	Thesis in Vocational Rehabilitation	2-6
REHAB-764	Case Coordination	3

Concentrations

Rehabilitation Counseling

27 credits

COUN-788	Counseling Process	3
REHAB-620	Psychological Testing – People With Exceptional Needs	3
REHAB-681	Applications of Theories in Rehabilitation Counseling	3
REHAB-723	Procedures of Vocational Evaluation	3
REHAB-787	Internship in Rehabilitation Counseling	12
XXX-XXX	Approved Electives	3

Rehabilitation Facility Administration

27 credits

RC-581	Occupational Safety/Loss Control or	
RC-781	Risk Management in Loss Control or	
RC-782	Risk Control Management	2-3
INMG-600	Organizational Leadership or	
PSYC-582	Human Resource Management	3
REHAB-602	Rehabilitation Program Operations	3
REHAB-705	Practicum in Rehabilitation Facility Administration	3
REHAB-780	Administration in Vocational Rehabilitation	2
REHAB-785	Internship – Rehabilitation Facility Administration	6
PSYC-579	Public Relations	2
XXX-XXX	Approved Electives	5-6

Vocational Evaluation

27 credits

REHAB-620	Psychological Testing – People With Exceptional Needs	3
REHAB-670	Work Adjustment Services	3
REHAB-681	Applications of Theories in Rehabilitation Counseling	3
REHAB-707	Practicum in Vocational Evaluation	4
REHAB-723	Procedures of Vocational Evaluation	3
REHAB-724	Laboratory in Vocational Evaluation	3
REHAB-783	Internship in Vocational Evaluation	6
XXX-XXX	Approved Electives	2

School to Work Transition

25-27 credits

VTAE-560	Coop Occupational Education Program	2
SCOUN-733	Career Development Process and Issues	3
EDUC-742	Program Evaluation	3
SPED-524	Curr and Inst: Career and Transition Education	3
SPED-528	Assessment for IEP/ITP	3
SPED-725	Programming for Vocational Special Needs	2
REHAB-658	Rehab Support System Network	2
REHAB-670	Work Adjustment Services	3
REHAB-723	Procedures of Vocational Evaluation	3
REHAB-798	Field Experience or	
REHAB-749	Coop Education Experience	1-3

Other Requirements and Program Policies

1. Degree Without Concentration

Students applying to the master of science program in Vocational Rehabilitation without a specific concentration are required to submit their personal program objectives as part of the program application process. These will be used to determine if the program will be beneficial in helping students reach their objective and as an aid in developing the individual's program plan.

2. Program Policy for Waived Credits

A maximum of six credits can be waived by the program director due to completion of equivalent graduate or undergraduate work with a grade of "B" or better.

3. Program Policy for Electives

Elective course work must contribute to the objectives of the program and needs of its students.

4. Additional Admission Requirement for the Rehabilitation Facility Administration Concentration

A minimum of two years of paid work experience in rehabilitation services or in an administrative position is required of applicants to the Rehabilitation Facility Administration concentration.

5. Teaching Certification in the School to Work Transition Concentration

Additional courses may be taken for a teaching certificate in the School to Work Transition concentration. Some school districts prefer a certified or licensed teacher, depending on the state in which one works. A teaching certificate is recommended in the state of Wisconsin.

6. Deficiency Course Work

Undergraduate deficiency course work is required for specific concentrations. The Rehabilitation Counseling student is required to have an introductory course in counseling theories. The Rehabilitation Facility Administration student is required to have course work in accounting, finance and marketing.

Preparation for Further Development

With the advice and approval of the program director, students will select courses compatible with their educational preparation, interests and objectives.

Counseling and Psychological Services

Dr. Edwin Biggerstaff, Program Director, 115 Home Economics Building, 715/232-2410

Introduction

The Education Specialist degree in counseling and psychological services is an advanced degree requiring 36 semester credits beyond the master's degree.

The program is for people who have a master's degree in guidance and counseling or in one of the related helping professions. It is designed to enable the student to develop beyond the master's degree level those competencies required in the broad area of guidance, counseling, psychological services or related helping services.

Admission

Persons interested should contact the program director. Students seeking admission to the program should complete the following at least 30 days prior to the opening of the term in which they plan to begin their program and submit all materials directly to the Graduate School.

1. File an application for admission to the Ed.S. program with a non-refundable fee.
2. Submit a current vita listing all pertinent biographical and educational data.
3. Present official transcripts of all college and university work completed certifying award of bachelor's and master's degrees. Master's degree work must be in counseling and psychological services, or a related field, with a cumulative grade point average of at least 3.25 on a 4.0 scale in all graduate work. Transcripts need not be submitted for work completed at UW-Stout.
4. Evidence of successful professional experience or the equivalent, and letters attesting to such experience or professional promise should be requested from three appropriate persons.
5. A personal interview is required.

After committee review of the application data and upon recommendation for admission, the Graduate School will:

1. Assign program status and inform the student of it immediately.
 - a. Full status will be granted to those who meet all admission requirements.
 - b. Provisional status may be granted to those who do not fully qualify on some requirements. At the conclusion of the first term of enrollment, the status will be re-evaluated.
 - c. Admission will be denied students whose qualifications do not meet the requirements and if the admissions committee decides provisional status is not warranted. The appropriateness for this program of an applicant's goals will be considered in the decision to admit or not.
2. Assign an adviser to assist in developing a degree program and registering for the first term.

Primary Evaluation Processes

The primary processes used to evaluate program and academic progress include course grades, research evaluation, certification of program completion, and the following program specific processes: applicant's goals; supervisory committee; application for degree candidacy; final oral examination; and intent to graduate.

Degree Program Supervision

For the first enrollment, the program director will aid the student in developing a class schedule in keeping with degree requirements. Prior to enrolling for a second term and before the student earns more than eight credits, each admitted student is required to form a Supervisory Committee. This committee will consist of three members of the graduate faculty.

This committee will help the student prepare a total program plan in keeping with the degree requirements and the student's specific goals. It is desirable for this plan to be completed before enrollment for a second term. The committee will also approve and supervise the student's field study, administer a comprehensive oral and/or written examination and recommend the awarding of the degree.

Requirements for the Ed.S. Degree

Prior to the award of the Ed.S. degree, the following requirements must be met.

1. Completion of an approved degree program with an overall grade point average of at least 3.25.
2. Filing of an Intent to Graduate form within two weeks of the beginning of the expected term of graduation.
3. Completion of a comprehensive examination, at least three weeks prior to graduation.
4. Filing of an approved field study report and abstract at least one week prior to graduation.
5. Recommendation for the degree by the supervisory committee.

Curriculum

Content for the advanced degree program will be drawn from three bodies of knowledge: foundations, research and professional study. Selection of these three components is based on the assumption that the holder of an advanced degree should be a practicing professional, capable of solving problems through applied research techniques, and a scholar in his profession.

The three components are shown below with a listing of the required courses for the program. The 700-level numbered courses are open to all graduate students. The 800-level numbered courses are intended primarily for post-master's degree work.

Program Plan

To qualify for the Ed.S. degree, the student must earn not less than 36 semester credits beyond the master's degree which will be distributed as follows; selectives will be planned with the program adviser and supervisory committee to ensure the most appropriate program for each student.

Foundations

10 credits

EDUC-726	Administration	2-3
SOC-710	Counseling and Symbolic Interactionism	3
XXXX-XXX	Selectives	4-5

Research and Evaluation

3 credits

EDUC-742	Program Evaluation	3
EDUC-816	Instrumentation for Research	3
PSYC-790	Applied Research Design	3
PSYC-791	Research for Decision Making	3

Professional

23 credits

SCOUN-895	Field Study <i>or</i>	
COUN-895	Field Study	6
	Selectives	17

Industrial and Vocational Education

Dr. Howard Lee, Program Director, 280 Technology Wing – Jarvis Hall, 715/232-1251

Introduction

Education Specialist Degree This program is 36 semester credits beyond the master's degree. Two concentrations are available leading to an education specialist degree in industrial and vocational education: (1) industry and technology; and (2) professional education.

The program is for those who have a master's degree in technical education, industrial education, technology education, vocational education or equivalent. (*Equivalency meaning agriculture, business education, marketing education, family and consumer education, and trade and industrial education.*) It is also for those who have a master's degree and are a certified employee of a technical college or community college.

Admission

Students seeking admission to the program should complete the following at least 30 days prior to the opening of the term in which they plan to begin their program.

1. File an Application for Admission and an application to the Ed.S. program.
2. Submit a current vita listing all pertinent biographical and educational data.
3. Present official transcripts of all college and university work completed certifying award of bachelor's and master's degrees in industrial education, industrial arts education, technology education, vocational education or an equivalent field with a cumulative grade point average of at least 3.25 on a four-point scale in all graduate work. Persons having master's degrees in other fields who are certified and employed in vocational-technical education are also eligible for admission. Transcripts need not be submitted for work completed at UW-Stout.
4. Provide evidence of at least two years of successful teaching experience and professional promise by requesting letters from at least two administrators or supervisors.

The Education Specialist Degree Program Committee, comprised of graduate faculty and an Ed. S. degree student, will review the candidate's credentials and make a recommendation relative to admission to the director of the Ed.S. degree program. The committee may recommend that certain standardized examinations be completed or that the candidate be interviewed by the committee. The director of the major will recommend admission with full or provisional status to the Graduate School.

After review of the application data, the Graduate School will:

1. Assign program status and inform the student of it immediately.
 - a. Full status will be granted to those who meet all admission requirements.
 - b. Provisional status may be granted to those who do not fully qualify on some requirements. At the conclusion of the first term of enrollment, the status will be re-evaluated.
 - c. Admission will be denied students whose qualifications do not meet the requirements and if the admissions committee decides provisional status is not warranted.
2. Assign an adviser to assist in developing a degree program and registering for the first term.

Primary Evaluation Processes

The primary processes used to evaluate program and academic progress include course grades, research evaluation, certification of program completion, and the following program specific processes: application for admission; degree candidacy; final oral examination; and intent to graduate.

Degree Program Supervision

For the first enrollment, the program director will aid in developing a class schedule in keeping with degree requirements. Prior to enrolling for a second term, the student will prepare a total program plan in keeping with degree requirements and the student's special needs.

At that time, the Graduate School will appoint a supervisory committee consisting of three members of the graduate faculty.

The committee will act on the appropriateness of the student's degree program, approve the proposed field study, administer the oral examination and recommend the award of the degree.

Teaching Experience

This program is designed for people in education. It is felt that course work will be more significant for those who have some experience in teaching. Thus, no more than eight credits in the degree program may be completed prior to satisfying the requirement of two years of successful teaching experience.

Requirements for the Ed.S. Degree

Prior to the award of the Ed.S. degree, the following requirements will be met:

1. Completion of an approved degree program of 36 semester credits with an overall grade point average of at least 3.25.
2. Filing of an Intent to Graduate form at least seven weeks prior to the expected graduation date.
3. Completion of an oral examination on field study research prior to graduation.
4. Filing of an approved field study report and abstract at least one week prior to graduation.
5. Recommendation for the degree by the supervisory committee.

Industry and Technology Concentration

This concentration is designed for the graduate student desiring a broad educational experience leading to a professional career as a teacher of technology education, and industrial and technical subjects in high schools, vocational schools, technical colleges, junior colleges and universities.

Content for the advanced degree program will be drawn from three bodies of knowledge: (a) industry and technology; (b) applied research; and (c) professional education. Selection of these three components is based on the assumption that the holder of an advanced degree should be a scholar in the discipline (industry and technology), capable of solution of problems through applied research techniques (researcher), and a practicing educator.

Curriculum

The Ed.S. degree with a concentration in industry and technology consists of three groups of courses and/or experiences as follows: industry and technology, applied research, and professional education. The industry and technology component consists of courses basic to the science of industry and technology and a field study. This component is intended to be flexible in order to afford candidates an opportunity to broaden themselves if their prior work has been narrow, or to study in depth a particular conceptual area of industry and technology if their prior work has been broad in nature. In this component, the advanced graduate student will have the opportunity to take additional physics, chemistry, mathematics, sociology, psychology and course work to develop a level of competence in one or two conceptual areas in their substantive teaching field. The Impacts of Technology course, required of all students in the program, permits the students to look at how their teaching area has had an effect on people and society. The culminating activity is a field study. The main purpose of the field study is to provide students with an opportunity to apply and synthesize the contents of their program. Education specialists are encouraged to select practical problems related to their professional appointment or, if not presently employed, to select a problem from their discipline.

The applied research component consists of course work in computerscience, research design and procedures, and statistics. A holder of an advanced degree should have an intimate knowledge of research design, measurement and statistics, and a broad background in the problems associated with industrial and vocational education.

The professional education component consists of courses in the foundational areas of education and curriculum and instruction. There is a growing body of knowledge and research dealing with education and the instructional process. It is imperative that the education specialist be able to implement current innovative educational practices and thought into the curriculum and the teaching process.

The three components are shown here as they appear in the curriculum requirements for the degree.

Program Plan

To qualify for the Ed.S. degree with a concentration in industry and technology requires that the student earn not less than 36 semester credits beyond the master's degree which will be distributed as follows:

Industry and Technology

16-20 credits

TECED-895	Field Study in Industry and Technology	2-6
TECH-733	Impacts of Technology	2
	<i>Selectives</i>	8-12

Applied Research

6-10 credits

CS-741	Computer Programming Techniques	2
EDUC-816	Instrumentation for Research	3
	<i>Selectives</i>	1-5

Professional Education

6-10 credits

PSYC-850	Psychology of Development	3
	<i>Selectives</i>	3-7

Selectives

The student should confer with the program adviser (*chair of supervisory committee*) in choosing selective credits to complete the 36-hour degree requirement. Students can specialize in one of several course sequences that we recommend in areas such as leadership, manufacturing, technology, program development and evaluation, training, or curriculum and instruction. There is considerable flexibility in the program with regard to selectives, and they may be taken as needed to fulfill the individual goals and objectives of the student.

Professional Education Concentration

This concentration has been designed for the individual who is committed to additional depth in preparation as a professional educator in the areas of curriculum and instruction, and the supervision of instruction. Content for the advanced degree program will be drawn from three bodies of knowledge: (a) industry and technology; (b) applied research; and (c) professional education. Selection of these three components is based on the assumption that the holder of an advanced degree should be a practicing educator, capable of solving problems through applied research techniques, and a scholar within a discipline.

Curriculum

The curriculum consists of three groups of courses and/or experiences as follows: industry and technology, applied research, and professional education (*curriculum and instruction, and the supervision of instruction*).

The industry and technology component consists of courses in the sciences basic to industry and technology (*math, computer science, sociology, psychology, communication and economics*), and the impacts of technology on society.

The applied research component consists of course work in management information systems, instrumentation for research, employment and training research, and planning. A holder of an advanced degree should have knowledge of research design, measurement and statistics, and an understanding of problems associated with industrial and vocational education.

The professional education component has two sub-components: curriculum and instruction, and the supervision of instruction. Curriculum and instruction involves the advanced graduate student in curriculum engineering, instructional systems, instructional strategies, structuring knowledge, principles of learning, guidance of learning activities, identification and determination of instructional content, and computer assisted instruction as related to technology, and industrial and vocational education. Supervision of instruction involves policy developments, cost analysis, cost effectiveness, program evaluation review techniques, accountability in education, decision making models, evaluation systems, improvement of instruction, financial aspects, coordination, leadership procedures, management information systems, and management techniques as related to industrial and vocational education. The culminating activity is a field study which is six semester credits of the total (16-20 credits) in this component. The field study provides the opportunity to put into practice some aspect of the program that will benefit both the student and the institutional setting where the student is employed or aspires to be employed.

Program Plan

To qualify for the Ed.S. degree with a concentration in professional education, the student must earn not less than 36 semester credits beyond the master's degree, which will be distributed as follows:

Industry and Technology

6-10 credits

TECH-733	Impacts of Technology	2
PSYC-850	Psychology of Development	3
	Selectives	1-5

Applied Research

6-10 credits

EDUC-816	Instrumentation for Research	3
	Selectives	3-7

Professional Education

16-20 credits

EDUC-895	Field Study in Professional Education	2-6
	Selectives	10-14

Selectives

The student should confer with the program adviser (*chair of supervisory committee*) in choosing selective credits to complete the 36-hour degree requirement. There is considerable flexibility in the program with regard to selectives, and they may be taken as needed to fulfill the individual goals and objectives of the student.

School Psychology

Ms. Jacalyn Weissenburger, Program Director, 409 Education and Human Services Building, 715/232-1326

Introduction

Education Specialist Degree UW-Stout's school psychology program, approved by the National Association of School Psychologists (NASP), provides students with specialized training in both psychology and education. School psychologists use their knowledge, training, and skills to team with educators, parents and other mental health professionals. They work to maximize the learning of students and to promote the development of safe, healthy and enriching school environments.

There are two degree options in the school psychology program. The Education Specialist degree (Ed.S.) is a new degree option that follows the completion of the Master of Science in Education degree (M.S.Ed.). After completing the Ed.S. in school psychology, students are eligible for full certification by the Wisconsin Department of Public Instruction and the corresponding agency in most states. Additionally, after students complete both degrees and pass the national certification exam, students can become nationally certified (NCSP) by the National Association of School Psychologists.

The Ed.S. degree in school psychology is a 30 to 47 credit degree program. After satisfactorily completing the required course work, practica, a yearlong (*nine month*) internship and a Specialist Thesis, students are awarded the degree.

Degree Program Admission

To be admitted with full status to the program, the applicant must hold a master's degree in school psychology or a master's degree in a related field. Students applying to the program should have a graduate grade point average of 3.25 or better to be admitted as full-status students. A limited number of applicants may be admitted on probationary status if their overall graduate grade point average is at least a 3.0.

It is recommended that applicants have a master's degree in school psychology. Applicants with master's degrees in related fields will be required to take the additional graduate course work necessary for certification as a school psychologist.

The Graduate School Application form (*obtainable from the Graduate Office in Bowman Hall*), the Program Application form (*obtainable from the program director*), and their respective documents must be submitted by each applicant. Further, applicants must submit a portfolio to the program selection committee demonstrating their professional competencies related to the field of school psychology.

Students seeking admission to the program should complete and submit their application materials at least 30 days prior to the opening of the term in which they plan to begin their program. Prior to the intended enrollment term and after a committee review of the application materials, candidates will be notified of their status.

Primary Evaluation Processes

The primary process used to evaluate student performance is a regular review of the student's course grades, research activities, practicum evaluations, internship evaluations and professional conduct. Program faculty convene once a semester to evaluate each student's progress within the school psychology program. Degree candidacy is awarded to students who are in good standing, have fulfilled all Graduate School requirements for degree candidacy, have fulfilled all school

psychology program requirements for degree candidacy and certification, have acquired 30-47 credits of course work in school psychology, have completed a nine-month internship, and have completed a Specialist Thesis.

More information regarding the specific requirements of the Ed.S. in school psychology is available in the program handbook (*available from the program director after June 1, 2000*).

Requirements

The following courses are required for full certification as a school psychologist. The first 30 credits, including those courses indicated in bold type below, are applied toward the master's degree. The remaining credits, practica, internship and Specialist Thesis are applied toward the Ed.S. degree in school psychology. Students must attain a grade of "B" or better on all credits applied to the Ed.S. degree.

Core Professional Training

40 Credits

SPSY-7S3B	Laboratory - School Psychology	1
SPSY-743	Advanced Individual Mental Testing	3
SPSY-768	Diagnosis and Remediation of Learning Disabilities	2
SPSY-768A	Learning Disabilities Diagnosis and Remediation Laboratory	1
SPSY-710	Psychoeducational Assessment of Young Children	2
SPSY-745	Assessment of Personality	2
SPSY-778	Psychoeducational Disability	3
SCOUN-760	Theories and Techniques of Behavior Modification	2
COUN-788	Counseling Process Laboratory	3
SPSY-775	School Consultation	2
SPSY-701	Seminar - School Psychology Services	2
SPSY-781	Field Practicum in Psychoeducational Services I	3
SPSY-782	Field Practicum in Psychoeducational Services II	3
SCOUN-705	Play Therapy	2
SCOUN-790	Supervised Secondary Counseling Practicum	3-6
COUN-752	Group Dynamics	2
SPSY-784	Clinical Practicum in Psychoeducational Services I	2
SPSY-785	Clinical Practicum in Psychoeducational Services II	2

Psychological Foundations

15-19 Credits

PSYC-850	Psychology of Development	3
PSYC-730	Advanced Psychology of Learning	2
COUN-675	Counseling Theory	2
SPSY-753	Psychometric Theory and Application	2
EOUC-740	Research Foundations	4
SPSY-735	Problems in School Psychology (Plan B) or	
SPSY-770	Thesis (Plan A)	2-6

Educational Foundations

8 Credits

SPED-630	Inclusion of Students with Exceptional Needs	3
SPSY-777	Legal and Ethical Issues for School Counselors and Psychologists ..	2
EDUC-536	Multiculturalism	2
EDUC-576	Cross-Cultural Field Experience	1

Education Specialist Degree Requirements

15-18 Credits

SPSY-792	Internship in School Psychology	6
SPSY-870	Specialist Thesis	3-6

Coursework completed during the master's program is indicated in **bold**.

Technology Management

Dr. Leonard Sterry, Program Director, 224D Communication Technologies Building, 715/232-1367

Introduction

Doctor of Philosophy in Technology Management The Ph.D. in technology management is offered by Indiana State University's School of Technology as a member of a consortium of universities organized to promote advanced studies in technology.

Technology management addresses the knowledge and actions used by people to apply resources in designing, producing and using products which extend the human potential for controlling and modifying the natural and human-made environment.

Management of these resources requires an extensive knowledge of developments in the scientific and engineering world, the economic and political organizations of the global community, and an ethical and moral value supporting people and the environment.

Graduates of the program will be qualified to fill teaching positions in universities and colleges to meet the higher educational demands of the next century. Employment opportunities will also be available in other post-secondary educational institutions, private industry, government and the international market. The depth and breadth of this program will prepare graduates with the research, technology and communication skills needed for positions which demand informed decision-making and leadership.

Ph.D. Consortium Members

The Ph.D. in Technology Management is administered through a consortium of seven universities: Bowling Green State University, Central Missouri State University, East Carolina University, Indiana State University, North Carolina A&T State University, Texas Southern University and UW-Stout.

Consortium members have created a "virtual" organization to provide and manage a program of this complexity. Courses are delivered using alternative communication technology.

Indiana State University is the degree-granting institution and administrative body of the program.

Admission Requirements

Application for admission to the doctoral program in technology management is made to the School of Graduate Studies at Indiana State University. Admission requirements include a bachelor's degree from an institution accredited by the North Central Association of Colleges and Secondary Schools or similar accrediting body; a minimum undergraduate grade point average of 3.0 and minimum graduate grade point of 3.5 on a 4.0 scale; a Graduate Record Examination with a score of 500 minimum on each of the general tests; five letters of recommendation; and two years of validated appropriate occupational experience.

Curriculum

The overall doctoral program is designed to provide the student with planned opportunities to increase both depth and breadth of knowledge in technological studies. To guarantee the attainment of this goal, students must complete a minimum of 90 semester hours of graduate study above the baccalaureate degree, with a majority of the course work at the 700 level. The program of study is subdivided into five areas as follows:

General Core

12 to 18 semester hours

The core is designed to provide inquiry experiences into contemporary and future trends, impacts of technology, philosophical and legal dimensions guiding technological decisions, historical perspective on developments, and organizational systems.

Research Core

27 to 33 semester hours

The research core provides a structured framework for understanding and using technological research and application. The interrelationship between technical research and development, data analysis, and application is critical to defining the discipline. A dissertation requiring analytic, synthetic and evaluative processes in solution of applied technological problems in comprehensive integrative research experience shall be completed after advancing to candidacy for the degree.

Technical Specialization

24 to 30 semester hours

Technical specialization is advanced study and research in one or more of the 12 concentrations. Each must have a defined body of knowledge, require unique skills, be part of a larger system used in understanding and application of technological information, and have supporting theoretical dimensions. Specializations include construction, manufacturing, digital communication, training and development, and quality.

Internship

6 semester hours

Internship provides the opportunity to test and experiment in industry, research organizations, government agencies and other appropriate experience ventures associated with technology utilization, transfer, and innovation for the expressed purpose of developing knowledge in a specialization.

Cognate Studies

The cognate area of study may include previous graduate work or be used to complete program deficiencies and is designed to provide concentrated study in technology.

Additional Information

For information about pursuing the Ph.D. in Technology Management at UW-Stout, contact:

Dr. Leonard Sterry, Program Director
224D Communication Technologies Bldg.
University of Wisconsin-Stout
Menomonie, WI 54751

Phone: 715/232-1367

Additional information about the program is also available online at:

<http://web.indstate.edu/tech/>

Specializations

Introduction

Specializations are programs of study, with carefully constructed learning goals and experiences, and evaluation procedures. While course work may be included in a specialization, students may also work to meet learning goals through internships, working with a mentor, successfully completing a proficiency examination or certification examination, or other non-classroom experiences. Courses may come from several departments and involve faculty from several disciplines.

Courses taken to complete a specialization may also fit elsewhere in a student's program of study.

Students who complete a specialization will have the specialization recorded on their transcript and will receive a certificate of completion.

UW-Stout offers specializations in International Studies; Professional Writing; Public Relations/Public Information; Training and Human Resource Development; Gerontology Certification; Disability Accommodation in Business and Industry; Vocational Evaluation/Rehabilitation Technology.

Disability Accommodation in Business and Industry

This specialization will provide participants with the skills to work effectively within business and industry settings to maximize gainful employment opportunities and productivity for persons with disabilities. Participants will be able to develop, implement and evaluate

disability initiatives and policies, and understand the need to work effectively at all levels of business and industry in order to provide optimal accommodations for persons with disabilities.

Requirements for the Specialization

Intended Outcome	Learning Activity	Evaluation
Students will be able to:	The following courses (22 credits) are required. Alternative means of demonstrating competencies will be reviewed by faculty.	
1. Identify principles and concepts of organizational structure, leadership styles, and corporate culture that impact the employment of people with disabilities in business and industry.	INMG-400/600 Organizational Leadership 3 REHAB-462/662 Management of Employees with Disabilities 3 PSYC-382/582 Human Resource Management 3	Students must achieve a "C" or better in all required courses to become specialized.
2. Describe the roles of a rehabilitation professional when providing employer-based disability services, which includes working at all levels of business and industry from a team perspective.	REHAB-360/560 Assistive Technology 2 REHAB-462/662 Management of Employees with Disabilities 3 REHAB-460/660 Rehabilitation in the Private Sector 3	*Employer Analysis In order to develop an understanding of business and industry and the roles of a rehabilitation professional who provides disability services in business and industry, an integral component of the specialization is an in vivo exposure to a business environment that will provide an internal perspective. The student/employer interaction will be culminated by an APA style paper to include a general overview of the company, a review of the company's experience with disability, an analysis of policies and procedures specific to disability related problems and risks, a review of previous interactions with rehabilitation professionals and consultants, identification of the primary barriers to cost containment and facilitating effective management of disabilities, and recommendations for future service delivery emphasizing the potential role(s) of the rehabilitation professional. Evaluation for the employer analysis exercise: oral presentation and faculty review of and approval of the final report.
3. Demonstrate attitudes and skills needed to solve unique problems of workers with disabilities, including the issues of return-to-work.	REHAB-360/560 Assistive Technology 2 REHAB-462/662 Management of Employees with Disabilities 3 REHAB-460/660 Rehabilitation in the Private Sector 3 REHAB-7XX Field Study or REHAB-480 Advanced Practicum or REHAB-XXX Cooperative Education 2*	
4. Recognize the need to address the concerns, needs, and fears of employers in hiring and employing people with disabilities.	RC-387/587 Human Factors Engineering/Ergonomics 3 REHAB-462/662 Management of Employees with Disabilities 3 REHAB-460/660 Rehabilitation in the Private Sector 3 REHAB-7XX Field Study or REHAB-480 Advanced Practicum or REHAB-XXX Cooperative Education 2* PSYC-382/582 Human Resource Management 3	
5. Demonstrate the principles of cost containment in disability management including workplace safety, ergonomics, employee assistance programs, and disability prevention.	RC-381/581 Principles of Occupational Safety and Loss 3 RC-387/587 Human Factors Engineering/Ergonomics 3 REHAB-462/662 Management of Employees with Disabilities 3 REHAB-7XX Field Study or REHAB-480 Advanced Practicum or REHAB-XXX Cooperative Education 2*	
6. Explain pertinent laws and legislative initiatives as well as relevant insurance regulations and their impact on business and industry.	REHAB-462/662 Management of Employees with Disabilities 3 REHAB-460/660 Rehabilitation in the Private Sector 3	
7. Analyze company's policies and procedures specific to disability-related problems and risks including identification of the primary barriers to cost containment.	REHAB-7XX Field Study or REHAB-480 Advanced Practicum or REHAB-XXX Cooperative Education 2*	

Gerontology Certification

The populations of the United States and the world are growing older, precipitating important changes in health and social policies. At present, one in eight Americans are 65 or older. These growing numbers will increase demand for individuals with gerontological skills and knowledge. The Gerontology Certification requires 20 credits, or

equivalent, and includes a required core and practicum through which students study aging as an interactive process of physical, social and psychological forces. Two credits of field experience with aging-related content will be required in the student's own major area of study.

Requirements for the Specialization

Intended Outcome	Learning Activity	Evaluation
The following outcomes will be achieved through required courses:		
1. Identify major biological theories of aging.	BIO-125 Biology of Aging 3	Exam, papers, reports 2.0 grade point average
2. Identify and describe the biological changes associated with aging.		
3. Recognize normal and pathological changes that occur in organ systems with age.	HDFL-340/540 Human Development: Aging Person 3 BIO-125 Biology of Aging 3	Exam, papers, reports 2.0 grade point average
4. Comprehend the social, political and economic aspects of aging.	HDFL-340/540 Human Development: Aging Person 3	Exam, papers, reports 2.0 grade point average
5. Recognize and discard stereotypes associated with aging.		
6. Work in direct or indirect service to the older population.	Field Experience	Evaluation of field experience
The following outcomes may be achieved through the student's selection of elective courses:		
7. Understand lifespan concept of development and demonstrate an integrated knowledge of the aging individual within the context of family.	HDFL-255 Lifespan Human Development 3	Exam, papers, reports 2.0 grade point average
8. Understand the reciprocal nature of family caregiving.	HDFL-341/541 Family Caregiving to Dependent Elders 1	Exam, papers, reports 2.0 grade point average
9. Understand the process of grief for older adults.	HDFL-425/625 Death Education and Counseling in Families 2	Exam, papers, reports 2.0 grade point average
10. Recognize personal and cultural attitudes toward death.	HDFL-351 Death and the Family 1	Exam, papers, reports 2.0 grade point average
11. Identify and understand the ethical issues related to health care for the elderly.	HDFL-345/545 Health Care Dilemmas and Decisions for Families 2	Exam, papers, reports 2.0 grade point average
12. Demonstrate ability to plan and develop nutritious meals and programs for older individuals which take into account physical and financial limitations.	FN-405/605 Nutrition for the Aged 2	Exam, papers, reports 2.0 grade point average
13. Assist aging individuals, especially those with physical limitations, to find suitable and aesthetically pleasing clothing. Understand the product needs of older consumers and the promotional strategies used to market to this population.	BURL-335/535 Topics: Minorities and Aging Consumers 2	Exam, papers, reports 2.0 grade point average
14. Understand counseling approaches and techniques for working with aging families in order to construct models for counseling older individuals and their families.	COUN-494/694 Counseling the Older Person 2-3	Exam, papers, reports 2.0 grade point average
15. Assist older individuals and their families with financial planning.	HT-488 Financial Planning for Retirement 2	Exam, papers, reports 2.0 grade point average
16. Identify the effects of exercise upon an older individual.	HLTH-365 Physiology of Exercise 3	Exam, papers, reports 2.0 grade point average
17. Explain the psychological and physiological dimensions and impact of disability from a developmental perspective.	BIO-220 Physiology of Disabilities 3 REHAB-230 Psychosocial Aspects of Disability 3 REHAB-682 Sexuality and Disability 2	Exam, papers, reports 2.0 grade point average
18. Identify needs and difficulties unique to older disabled workers.	REHAB-355/555 Rehabilitation of the Older Disabled Worker 2	Exam, papers, reports 2.0 grade point average
19. Identify formal support systems available to older persons with special needs or national, state and local needs.	REHAB-458/658 Rehabilitation Support System Networking 2	Exam, papers, reports 2.0 grade point average
20. Explain various understandings of the meaning of aging as portrayed in literature.	LIT-450 Aging in Literature 3	Exam, papers, reports 2.0 grade point average
21. Identify architectural barriers confronted by the disabled traveler.	HT-360/560 Hospitality and the Handicapped Traveler 1	Exam, papers, reports 2.0 grade point average
22. Understand the range of technological options available to assist frail and/or disabled elderly.	REHAB-360/560 Assistive Technology 2	Exam, papers, reports 2.0 grade point average
23. Identify and describe absorption and metabolism of medications in the elderly.	BIO-358 Introduction to Pharmacology 2	Exam, papers, reports 2.0 grade point average

Postgraduate Dietetic Internship

The postgraduate dietetic internship is a 26 credit, postgraduate program for graduate degreed persons seeking enrollment in an accredited supervised practice experience to gain eligibility for the Commission on Dietetic Registration credentialing examination, leading to Registered Dietitian (RD) status. Admission requires completion of a post-baccalaureate degree from an accredited university and verification of completion of a dietetic program approved by the Commission of Accreditation/Approval of Dietetics Education. The Postgraduate Dietetic Internship specialization is completed in two phases. Phase 1 is a 16-week semester of coursework. Courses must be completed with a grade of B or better to begin Phase 2, the 37-week Supervised Practice component.

Although a job market exists for all persons with training in food and nutrition, employment prospects in nutrition are best for those credentialed as a registered dietitian with the American Dietetic Association, especially when the position relates to patient care and counseling or education. Persons seeking a supervised practice experience after a graduate degree represent a more mature population than bachelor degreed students. The learning experiences of the internship will allow the student to build upon skills, knowledge, and expertise acquired through postgraduate work experience and/or education.

Intended Outcome	Learning Activity	Evaluation
1. Utilizes effective oral and written communication skills in the practice of dietetics.	All clinical rotations, all food service management rotations, community rotation. FN-606 Nutrition Education 3 FN-710 Clinical Nutrition 3 FN-712 Practicum in Community Nutrition 1-2 FN-865 Supervised Practice in Medical Nutrition 3-14	Tutorial participation ¹ , SATPHN ² , NTSE ³ , NCSE ⁴ , performance evaluation, portfolio. Classes: projects, exams, reports, grade 3.0 minimum.
2. Promotes effective interpersonal relationships in the practice of dietetics.	All clinical rotations, all food service management rotations, community rotation. FN-606 Nutrition Education 3 FN-710 Clinical Nutrition 3 FN-712 Practicum in Community Nutrition 1-2 FN-865 Supervised Practice in Medical Nutrition 3-14	Tutorial participation ¹ , SATPHN ² , NTSE ³ , NCSE ⁴ , performance evaluation, portfolio. Classes: projects, exams, reports, grade 3.0 minimum.
3. Provides education to consumers, clients, other professionals and support personnel.	All clinical rotations, all food service management rotations, community rotation. FN-606 Nutrition Education 3 FN-710 Clinical Nutrition 3 FN-712 Practicum in Community Nutrition 1-2 FN-865 Supervised Practice in Medical Nutrition 3-14	Tutorial participation ¹ , NTSE ³ , performance evaluation, portfolio. Classes: projects, exams, reports, grade 3.0 minimum.
4. Utilizes computer and other technologies in the practice of dietetics.	All clinical rotations, all food service management rotations, community rotation. FN-606 Nutrition Education 3 FN-710 Clinical Nutrition 3 FN-712 Practicum in Community Nutrition 1-2 FN-865 Supervised Practice in Medical Nutrition 3-14	Tutorial participation ¹ , NTSE ³ , performance evaluation, portfolio. Classes: projects, exams, reports, grade 3.0 minimum.
5. Applies current research information in the practice of dietetics.	All clinical rotations, all food service management rotations, community rotation. FN-606 Nutrition Education 3 FN-710 Clinical Nutrition 3 FN-712 Practicum in Community Nutrition 1-2 FN-865 Supervised Practice in Medical Nutrition 3-14	Tutorial participation ¹ , SATPHN ² , NTSE ³ , performance evaluation, portfolio. Classes: projects, exams, reports, grade 3.0 minimum.
6. Participates in design and evaluation of quality management programs.	Luther Hospital and Lakeview Medical Ctr., all food service management rotations. FN-712 Practicum in Community Nutrition 1-2	Tutorial participation ¹ , SATPHN ² , performance evaluation, portfolio. Classes: projects, exams, reports, grade 3.0 minimum.
7. Utilizes knowledge of legislative processes.	Eau Claire Area Schools, community rotation. FN-606 Nutrition Education 3 FN-710 Clinical Nutrition 3 FN-712 Practicum in Community Nutrition 1-2 FN-865 Supervised Practice in Medical Nutrition 3-14	Tutorial participation ¹ , SATPHN ² , performance evaluation, portfolio. Classes: projects, exams, reports, grade 3.0 minimum.
8. Complies with the Code of Ethics and Standards of Practice for the Profession of Dietetics.	All clinical rotations, all food service management rotations, community rotation. FN-606 Nutrition Education 3 FN-710 Clinical Nutrition 3 FN-712 Practicum in Community Nutrition 1-2 FN-865 Supervised Practice in Medical Nutrition 3-14	Tutorial participation ¹ , SATPHN ² , NTSE ³ , Self-Evaluation, performance evaluation. Classes: projects, exams, reports, grade 3.0 minimum, Intern evaluates preceptors/internship.
9. Provides nutrition care for individuals and groups of all ages through systematic screening, assessment, planning, intervention, evaluation and documentation.	All clinical rotations, community rotation. FN-710 Clinical Nutrition 3 FN-712 Practicum in Community Nutrition 1-2 FN-865 Supervised Practice in Medical Nutrition 3-14	Tutorial participation ¹ , SATPHN ² , NTSE ³ , performance evaluation, portfolio. Classes: projects, exams, reports, grade 3.0 minimum.

Intended Outcome	Learning Activity	Evaluation
10. Provides nutrition counseling and education to individuals and groups for health promotion, maintenance, treatment and rehabilitation	All clinical rotations, community rotation. FN-606 Nutrition Education 3 FN-710 Clinical Nutrition 3 FN-712 Practicum in Community Nutrition 2 FN-865 Supervised Practice in Medical Nutrition 3-14	Tutorial participation ¹ , SATPHN ² , NTSE ³ , NCSE ⁴ , performance evaluation, portfolio. Classes: projects, exams, reports, grade 3.0 minimum.
11. Participates in the management of cost effective nutrition care.	All clinical rotations, all food service management rotations, community rotation. FN-606 Nutrition Education 3 FN-710 Clinical Nutrition 3 FN-712 Practicum in Community Nutrition 1-2 FN-865 Supervised Practice in Medical Nutrition 3-14	Tutorial participation ¹ , SATPHN ² , portfolio, performance evaluation, Classes: projects, exams, reports, grade 3.0 minimum.
12. Utilizes food, nutrition and social service resources in community programs.	All clinical rotations, community rotation. FN-712 Practicum in Community Nutrition 1-2 FN-865 Supervised Practice in Medical Nutrition 3-14	Tutorial participation ¹ , SATPHN ² , NTSE ³ , portfolio, performance evaluation. Classes: projects, exams, reports, grade 3.0 minimum.
13. Assures that food service operations meet the food and nutrition needs of target markets.	All clinical rotations, all food service management rotations, community rotation. FN-606 Nutrition Education 3 FN-710 Clinical Nutrition 3 FN-712 Practicum in Community Nutrition 1-2 FN-865 Supervised Practice in Medical Nutrition 3-14	Tutorial participation ¹ , SATPHN ² , NTSE ³ , performance evaluation, portfolio, site abstract. Classes: projects, exams, reports, grade 3.0 minimum.
14. Utilizes menus as focal points for control of the food service system.	All food service management rotations, community rotation. FN-865 Supervised Practice in Medical Nutrition 3-14	Tutorial participation ¹ , SATPHN ² , portfolio, performance evaluation, seminar projects.
15. Participates in the management of food service systems including procurement, food production, distribution and service.	All food service management rotations. FN-865 Supervised Practice in Medical Nutrition 3-14	Tutorial participation ¹ , SATPHN ² , portfolio, performance evaluation, seminar projects.
16. Participates in the management of human, financial, material, physical and environmental resources.	All food service management rotations, community rotation. FN-865 Supervised Practice in Medical Nutrition 3-14	Tutorial participation ¹ , SATPHN ² , portfolio, performance evaluation, seminar projects.
17. Integrates food and nutrition services with other services in the practice.	All clinical rotations, community rotation.	Tutorial participation ¹ , SATPHN ² , NTSE ³ , portfolio, performance evaluation.
18. Participates in activities that promote improved nutrition status of consumers and market the profession of dietetics.	All clinical rotations, all food service management rotations, community rotation. FN-606 Nutrition Education 3 FN-710 Clinical Nutrition 3 FN-712 Practicum in Community Nutrition 2 FN-865 Supervised Practice in Medical Nutrition 3-14	Tutorial participation ¹ , SATPHN ² , portfolio, performance evaluation. Classes: projects, exams, reports, grade 3.0 minimum.

¹ Tutorial participation encompasses the following: intern has observed and/or performed task(s), been evaluated by preceptor, been given verbal feedback from preceptor regarding performance and compared to performance requirements for entry-level dietitian.

² Self-Assessment Tool for Public Health Nutritionists, a tool developed by the Public Health Nutrition Practice Group.

³ Nutrition Therapy Skills Evaluation measures nutritional assessment skills.

⁴ Nutrition Counseling/Education Skills Evaluation measures counseling/interviewing skills.

Training and Human Resource Development

Education is not the sole province of schools. Programs of instruction are conducted by many businesses, industries, in the military, and by other groups and organizations. Planning and providing this instruction is the province of professionals usually identified as "trainers." In our technological society, training programs have become increasingly complex and demands on trainers have increased. Greater expertise on their part is required. This all-university specialization addresses needs for

preservice and in-service education for trainers.

This program is intended for students who have expertise in areas such as engineering, technology, education, business, government, military and labor, and who desire to become involved in development and implementation of training programs. Contact the Office of the Dean, College of Technology, Engineering and Management for further information.

Requirements for the Specialization

Note: Courses numbered 700 and greater are open to graduate students only.

Intended Outcome	Learning Activity	Evaluation
1. Introduction to concepts of training and human resource development.	TRHRD-360/560 Training Systems in Business and Industry 3 Select one of the following: INMG-400/600 Organizational Leadership or PSYC-382/582 Human Resource Management 3	Successful completion of courses at left (6 credits).
2. Design and develop training activities.	MEDIA-360/560 Introduction to Media in Education and Training 2 Complete a course from the appropriate school in curriculum development or course construction (2-3 credits) such as: EDUC-312/512 Introduction to Curriculum, Methods and Assessment 2 MEBE-401 Marketing Education Curriculum 2-3 VTAE-438/638 Course Construction for Vocational Educators 2	Successful completion of courses at left (minimum 4 credits).
3. Implement and facilitate training activities.	Select one of the following: EDUC-312/512 Introduction to Curriculum, Methods and Assessment 2 MEBE-301 Marketing Education Methods 3-4 TRHRD-370/570 Training Methods in Business and Industry 2 VTAE-405/605 Methods of Teaching Vocational Education 2	Successful completion of a course at left (minimum 2 credits).
4. Evaluate the effectiveness of training activities.	VTAE-440/640 Instructional Evaluation in Vocational Education 2	Successful completion of the course at left (2 credits).
5. Apply concepts of training in the professional area.	TRHRD-XXX Co-op/Internship in Training 1-8	Successful completion of the contractual agreement of the internship as evaluated by the business, industry, government or military supervisor, and the UW-Stout supervisor. Completion of a field report is required.

Vocational Evaluation/Rehabilitation Technology

The impact of technology has changed assessment and service delivery in the field of rehabilitation. A philosophical shift to a more empowering stance with persons with disabilities has occurred as a result of the evaluation of their skills and abilities and the enhancement of those skills through assistive technology. This specialization educates and

trains vocational rehabilitation professionals and students in skills to meet the needs of people with disabilities, and to provide the services that are being demanded by employers, as well as persons with disabilities for use in the labor market and in accordance with the Americans with Disabilities Act.

Requirements for the Specialization

Intended Outcome	Learning Activity	Evaluation
Development of tool modification and accommodation: demonstrate familiarity with and use of testing accommodations or modifications to facilitate the vocational exploration of persons with disabilities through the modification of tests, work samples, job sites and training materials, as appropriate.	"The Use of Assistive Technology" workshop, resulting in a report detailing the use and modification of testing strategies <i>or</i> REHAB-360/560 Assistive Technology 2	Faculty review and approval of report on use and modification of evaluation tools <i>or</i> Grade of "C" or better
Communication of rehabilitation plan objectives and recommendations: demonstrate the ability to incorporate the potential of assistive technology to enhance performance potential in the vocational choices of persons with disabilities.	"The Use of Assistive Technology" workshop, resulting in reports that include recommendations for the use of assistive technology <i>or</i> REHAB-360/560 Assistive Technology 2	Faculty review and approval of report on use and modification of evaluation tools <i>or</i> Grade of "C" or better
Vocational rehabilitation process and philosophy: outline and describe philosophical movements associated with vocational rehabilitation in the United States, describe the role of vocational rehabilitation/assessment in a diverse cultural environment, and describe the need that persons with disabilities have to be a part of society, focusing on strengths and assets that people bring with them to any situation.	Research paper describing process and philosophy <i>or</i> Demonstrated work experience of three or more years and professional development credentials <i>or</i> REHAB-101 Introduction to Rehabilitation 3	Faculty review and approval of research paper or work experience and professional credentials <i>or</i> Grade of "C" or better
Occupational Information: find and use various sources of national, state and local occupational information; link rehabilitation recommendations to the local labor market of the person being served.	Demonstrate work experience as a job developer or placement specialist of two or more years <i>or</i> "Job Development and Placement and Occupational Information" workshop resulting in appropriate work recommendations in a written report <i>or</i> REHAB-310 Vocational Evaluation <i>or</i> REHAB-410 Job Placement 3	Faculty review of work experience or faculty review and approval of report recommendations <i>or</i> Grade of "C" or better
Functional aspects of disability: develop knowledge of the functional characteristics of disability and understand the impact of evaluating the skill and abilities of a person with a disability.	Research paper on effect of disabling condition(s) in vocational rehabilitation <i>or</i> Test out with faculty-developed standardized test <i>or</i> REHAB-230 Psychosocial Aspects of Disability 3	Faculty review and approval of research paper <i>or</i> 80 percent or better on the standardized test <i>or</i> Grade of "C" or better
Individualized vocational rehabilitation/evaluation planning: identify and delineate the individual needs of a person with a disability; state those needs in a plan for testing skills and abilities in relation to the accomplishment of a task or goal.	"Rehabilitation Planning" workshop resulting in written vocational rehabilitation plan <i>or</i> Work experience of two or more years, one letter of reference from a supervisor, three letters of reference from professional referral sources, and five letters of reference from consumers of services <i>or</i> REHAB-310 Vocational Evaluation 3	Faculty review and approval of written rehabilitation plan of three separate case studies provided during workshop <i>or</i> Faculty review and approval of work experience and letters of reference <i>or</i> Grade of "C" or better
Vocational Interviewing: demonstrate the development of rapport, provision of agency and assessment information, initial identification of client strengths and limitations through the vocational interview; and create an understanding of the process of vocational rehabilitation through the vocational interview.	"Vocational Interviewing and Facilitating Career Decision Making with Clients" workshop resulting in the videotaping of a vocational interview <i>or</i> Demonstrate evidence of past work experience as a vocational counselor for two or more years <i>or</i> Complete college level course work in vocational interviewing	Faculty review and approval of videotaped vocational interview <i>or</i> Faculty review and approval of work experience <i>or</i> Faculty review and approval of college level course work
Vocational report development and communication: interpret, analyze, and synthesize participant data in a coherent and concise manner that addresses needs, strengths, and assets of the participant and develops pertinent recommendations through a report shared orally and in writing with the participant/client and referral source/rehabilitation counselor.	"Vocational Rehabilitation Report Development and Communication" workshop <i>or</i> Four written reports addressing needs of four case studies presented during the workshop <i>or</i> REHAB-310 Vocational Evaluation 3	Faculty review and approval of the written report options and letters of reference <i>or</i> Grade of "C" or better

Intended Outcome

Standardized testing: become familiar with the procedures for administering and interpreting standardized tests and application of tests to persons with disabilities, understand the impact of the disabling condition and the use of the most appropriate test, and develop a report explaining the impact of testing and using results with a vocational rehabilitation report.

Learning Activity

Previous college course work in the use of psychometric testing and principles of validity and reliability or

"Standardized Testing" workshop and paper describing use of standardized tests with persons with disabilities or

Past work experience of two years or more where responsibilities include administering and interpreting standardized tests with a supervisor's letter and at least one referral source/rehabilitation counselor or

REHAB-420/620 Psychological Testing – People with Exceptional Need 3

Evaluation

Faculty review and approval of previous course work or

Faculty review and approval of workshop paper or

Faculty review and approval of work experience and letters of recommendation or

Grade of "C" or better

Job and Training Analysis: perform a job analysis and develop a training analysis on a given job and do a written report; use the job analysis to determine the most appropriate evaluation tools to use with a person with a disability to measure performance ability; determine appropriate training or education to prepare for the job.

Read *A Guide to Job Analysis* or *The Revised Handbook for Analyzing Jobs*, participate in an online discussion of the materials and procedures of job analysis, select a job in the community that reflects occupational choices of agency participants, prepare a job analysis report, select and describe evaluation tools most appropriate for someone interested in the occupation or

REHAB-410 Job Placement 3

Faculty review and approval of the job and training analysis report and online discussion or

Grade of "C" or better

Functional Skills: use appropriate tools and strategies to evaluate the functional daily living skills of an individual with a disability, select appropriate method to determine level of functional skill, develop and use situational assessment to establish an understanding of the individual functional skills of a person with a disability.

"Functional Skills Assessment" workshop and report or

Demonstrate evidence of past work experience of two or more years involving vocational evaluation/functional skills assessment and/or situational assessment with two letters of reference from referral sources or

REHAB-470/670 Work Adjustment Services 3

Faculty review and approval of report or

Faculty review and approval of work experience and letters of reference or

Grade of "C" or better

Assessment of Learning: demonstrate awareness of learning styles and modalities of teaching through use of selected tests, modify test administration to the demands of the learning/teaching situation.

Previous college-level course work in educational psychology, special education, adult or vocational education that address issues of learning and learning styles and use of learning assessments or

Paper describing learning styles and assessment of such styles, with assessment tool selection and modification

Faculty review and approval of course work or

Faculty review and approval of paper

Work samples and work sample systems: demonstrate appropriate use of work samples and work sample systems as means of assessment within a given occupation, demonstrate appropriate use of work samples and systems with different types of disabling conditions.

"Work Sample and Work Sample Systems" workshop and research paper or

REHAB-310 Vocational Evaluation 3

Faculty review and approval of research paper or

Grade of "C" or better

Behavioral Observation: observe and note behaviors of individuals during the assessment process as asset or limitation behaviors in relation to the accomplishment of a target goal.

Read appropriate, assigned material and develop a written behavior observation of five clients where observations were critiqued by at least two other professionals, including the referring counselor or

Demonstrate evidence of work experience in vocational rehabilitation/evaluation where duties included writing and/or noting behavioral observations, with a letter from a supervisor and two from referral sources attesting to accuracy and usability of the written behavioral observations, including examples of written behavioral observations

Faculty review and approval of observations, critiques and reports or

Faculty review and approval of work experience, letters of reference, and examples of written behavioral observations

Course Descriptions



Interpreting Course Descriptions

Curricular Subject Abbreviations

Academic Affairs

TRDIS Transdisciplinary

Arts and Sciences

CAS College of Arts and Sciences

Art and Design

ART Art
DES Design
ARTH Art History
ARTED Art Education

Biology

BIO Biology

Chemistry

CHEM Chemistry

English and Journalism

ENGL English
LIT Literature
LOG Logic
PHIL Philosophy
WS Women's Studies

Mathematics, Statistics, and Computer Science

CS Computer Science
MATH Mathematics
MSCS Mathematics, Statistics
and Computer Science
STAT Statistics

Physics

PHYS Physics

Social Science

ANTH Anthropology
ECON Economics
GEOG Geography
HIST History
POLS Political Science
SOC Sociology
SOCWK Social Work

Speech Communication, Foreign Languages, Theatre and Music

FREN French
SPAN Spanish
CHIN Chinese
GER German
HMON Hmong
RUS Russian
MUSIC Music
SPCOM Speech Communication
THEA Theatre

CHD Human Development

CHD College of Human Development
SRVM Service Management

Education, School Counseling and School Psychology

EDUC Education
SCOUN School Counseling
SPED Special Education
SPSY School Psychology

Food and Nutrition

FN Food and Nutrition

Hospitality and Tourism

HT Hospitality and Tourism

Human Development, Family Living and Community Education Services

FCSE Family and Consumer Sciences Education
HDFL Human Development and Family Living

Physical Education and Athletics

HLTH Health
PE Physical Education and Athletics

Psychology

PSYC Psychology

Rehabilitation and Counseling

COUN Counseling
REHAB Vocational Rehabilitation

Technology, Engineering and Management

CTEM College of Technology,
Engineering and Management
SRVC Service Management

Business

BUACT Business Accounting
BUINB Business International Business
BULGL Business Legal
BUMGT Business Management
BUMIS Business Management Information
Systems
BUMKG Business Marketing
BURL Business Retail

Communication, Education and Training

GCM Graphic Communications Management
MEBE Marketing Education/Business Education
MEDIA Media Technology
TCS Telecommunication Systems
TECED Technology Education
TECH Technology
TRHRD Training and Human
Resource Development
VTAE Vocational, Technical and Adult Education

Industrial Management

INMGT Industrial Management
RC Risk Control

Technology

AEC Architecture, Engineering and Construction
APRL Apparel Design/Manufacturing
CADD CADD/Drafting
ELEC Electricity/Electronics
MECH Engineering Mechanics
MFGE Manufacturing Engineering
MFGT Manufacturing Technology
PKG Packaging
POWER Power
RD Design, Research and Development
TRANS Transportation/Energy

Course Schedule Planning Codes

Codes following the descriptions help you as you plan your course schedules.

P = Prerequisites are required as described.

C = Corequisites are required as described.

\$ = A special course fee applies.

R = Course is repeatable for credit.

F = Course is offered during fall semester. *

W = Course is offered during WinTerM. *

S = Course is offered during spring semester. *

Su = Course is offered during summer session. *

* These codes serve only as a general guide and **do not guarantee** that a course will be offered during a particular semester. Uncoded courses follow no usual pattern. Check the *Timetable*, which lists the courses offered in a particular period, before registering.

Course Level

The second three digits of the course number refer to the course level. The 500 series is paired with a congruent junior level course. The 600 series is paired with a congruent senior level course. The 700 and 800 series are graduate level only.

Credits

One credit hour usually represents one hour of class time per week plus two hours of out of class study.

CHEM-762 Industrial Hygiene Ventilation and Noise Control 3 Credits

Evaluation and testing of contaminant control ventilation systems for removal of toxic gases, vapors, and particulates from work environments. Evaluation of noise exposures and application of noise control methods to reduce worker exposures. Equivalent to 312-762. **P: CHEM-742 AEC-652. \$ R S**

AEC Architecture, Engineering and Construction

AEC-570 Construction Estimating I 3 Credits

Estimating and analyzing material, labor, equipment, methods of construction, overhead and profit, and submitting these factors in the form of a bid.

Equivalent to 150-570, 182-570. **FS**

AEC-575 Construction Practicum 2-4 Credits

Technical information, construction problems and actual development of light residential structure. Equivalent to 170-575, 182-575. **Su**

AEC-595 Seminar 1-2 Credits

Title will reflect specific construction content. Current and projected methods, concepts, technologies and innovations in construction.

Equivalent to 182-595. **R Su**

AEC-638 Contract Requirements and Specifications 3 Credits

Principles of contract requirements and construction specification organization. Development of basic skills of project manual preparation. Demonstration of role of specifications within the construction process and relationship to other construction contract documents. Equivalent to 130-526, 182-538. **FS**

AEC-639 Land Use Planning 3 Credits

Area planning, problems in design of building complexes, exterior space, land use, relationships between buildings and supporting facilities, contemporary regional and city planning and its historical roots.

Equivalent to 130-629, 182-639. **FS**

AEC-652 Environmental Systems — HVAC 3 Credits

Principles of heating, ventilating and air conditioning; analysis and selection of systems and equipment. Equivalent to 182-552. **S**

AEC-653 Environmental Systems — Plumbing and Electrical 3 Credits

Plumbing, electrical and illumination systems for light and heavy construction. Equivalent to 170-570, 182-553. **S**

AEC-658 Structural Systems — Wood and Steel 3 Credits

Analysis, selection, and delineation of wood and steel structural components and systems in buildings. Equivalent to 130-528, 182-558. **F**

AEC-659 Structural Systems — Concrete and Masonry 3 Credits

Analysis, selection, and delineation of concrete and masonry structural components and systems in buildings. Equivalent to 182-559. **FS**

AEC-670 Construction Estimating II 2 Credits

Computer-based estimating systems for construction. Take-off, pricing, bid preparation, resource and cost studies, and database operations.

Equivalent to 182-571. **FS**

AEC-671 Project Scheduling and Cost Control 3 Credits

Total concept of construction industry: contracting, financing, bidding, planning, organizing, coordinating, and controlling functions and techniques.

Equivalent to 150-670, 182-670. **P: AEC-570. FS**

AEC-672 Management of Construction 3 Credits

Organizing, managing and operating the contracting firm.

Equivalent to 182-572. **FS**

AEC-798 Problems in Construction 2-6 Credits

Substantive study and activity for specialists in the construction field to include library work, field observation, laboratory work planned by the student and approved and supervised by a faculty consultant. Preparation of a technical report may be repeated for a maximum of six semester credits.

Equivalent to 182-798. **R**

ANTH Anthropology

ANTH-620 The Anthropological Study of Family Systems 3 Credits

Anthropological, cross-cultural view of family systems, with attention to their organization, functions, dynamics and articulation with other institutions.

Equivalent to 303-610. **S**

ANTH-630 Ojibwe Lifeways 4 Credits

In depth, interactive study of Ojibwe culture within a Wisconsin reservation community. Equivalent to 303-630. **\$ Su**

APRL Apparel Design/Manufacturing

APRL-545 Textiles For Interiors 2 Credits

Raw materials, fabric structures, specifications, and legislation related to quality, performance, and maintenance of textiles for commercial and household uses. Equivalent to 214-545. **S**

APRL-550 Textile Evaluation 3 Credits

Problems in fiber identification, fabric performance and care, chemical and microscopic testing procedures; methods for gathering and interpreting data, individual problems. Equivalent to 214-550. **F**

APRL-555 Special Topics in

Apparel Design/Manufacturing 1-3 Credits

Special topics in clothing and textiles. Repeatable for different topics.

Equivalent to 214-555. **R**

APRL-567 Engineered Tailoring 3 Credits

Industrial production methods applied to construction of tailored garments.

Equivalent to 214-568. **F**

APRL-581 Functional Clothing Design 3 Credits

Application of physical science theory to problems in clothing design: impact protection and thermal balance of the human body, structural properties of materials, and apparel forms. Equivalent to 214-581. **F**

APRL-582 Advanced Pattern Development 3 Credits

Develop advanced patterns for garments by draping fabric and using a computer-aided design system. Equivalent to 214-582. **FS**

APRL-590 Practicum in Textile Design 3 Credits

Use of textile design techniques as means of artistic expression: stitchery, weaving, knotting, applique and hooking; emphasis on good design and creativity. Equivalent to 214-590.

Apparel Design/Manufacturing continued next page ►

APRL-S94 Knit Design and Technology 3 Credits

Stitch formation and patterning of warp and filling knits. Influences on aesthetics and performance of knit fabrics. Design and production of knitted fabric and garments on a flat bed knitting machine, including use of CAD techniques. Equivalent to 214-594. **FS**

APRL-605 International Study Tour to the Fashion Industry 1-6 Credits

Tour of international centers of clothing, textiles, and related arts. Study of the cultural patterns. Program includes lectures by consultants and seminars on the various phases of the fashion and fabric industries.

Equivalent to 214-605. **R S**

APRL-610 History of Costume — Ancient to European 3 Credits

Development of costume throughout the ages; fashion as it reflects past cultures and influences present day costume. Equivalent to 214-610. **F**

APRL-611 History of Fashion — 19th Century to Present 3 Credits

A study of the evolution of fashion from the 19th century to the present concentrating on the impact of the fashion designer and changing fashion trends. Equivalent to 214-611. **S**

APRL-619 National Study Tour 1 Credit

Five-day visit to New York or alternate city; study hours, discussions and lectures by leaders in American fashion market.

Equivalent to 214-639, 214-619. **R FS**

APRL-680 Draping 3 Credits

Application of draping principles in design and construction of garments; emphasis on creativity. Equivalent to 214-680. **F**

APRL-68S Apparel Design Studio 3 Credits

Creation, development, and formal presentation of original designs using flat pattern and/or draping techniques. Preparation of professional portfolio to include CAD and other illustrative materials representative of individual expertise. Equivalent to 214-685. **S**

APRL-693 Structural Design and Weaving 2 Credits

Experiences in loom weaving including two and four harness techniques. Equivalent to 214-693.

APRL-69S Historic and Contemporary Fabrics 3 Credits

Analysis of designs and techniques of decorating historic and contemporary fabrics; contribution of decorative fabrics to enrichment of human experience. Equivalent to 214-695. **F**

APRL-735 Problems in Textiles, Clothing and Retail Marketing 2 Credits

Identification, selection and completion of a problem in textiles, clothing, and retail marketing culminating in a Plan B paper.

Equivalent to BURTL-735, 214-768. **P: EDUC-740.**

APRL-755 Topics in Clothing and Textiles 1-2 Credits

In-depth investigation of a specific area of clothing or textiles. A current topic that lends itself to a lecture discussion method of instruction will be selected for study. Consent of instructor. Equivalent to 214-755.

APRL-769 Design Option Thesis 2-6 Credits

Independent research under direction of investigation adviser. Culminating in a design show. A descriptive paper written according to thesis standards, including slides, will be presented. Consent of program director.

Equivalent to 214-769. **P: EDUC-740.**

APRL-770 Thesis — Textiles, Clothing and Retail Marketing 2-6 Credits

Independent research under direction of investigation adviser. Selection of problems, development of outline, review of literature, compilation of bibliography, plan of attack, conduct of research, interpretation of findings, and preparation of the final paper according to thesis standards. Consent of instructor. Consent of program director. Equivalent to 214-770. **P: EDUC-740.**

APRL-780 Advanced Draping 1 Credit

Manipulation of various fabrics on a dress form to develop garments from given and self-designed sketches that reflect advanced techniques. Construct garments from patterns. Equivalent to 214-780. **P: APRL-680.**

APRL-781 Advanced Flat Pattern 2 Credits

Draft and develop paper patterns for garments by varying a master pattern from given and self-designed sketches that reflect advanced techniques. Construct garments from pattern. Consent of instructor. Equivalent to 214-781.

APRL-790 Seminar in Textiles, Clothing and Retail Marketing 2 Credits

Review, evaluation and interpretation of current research in textiles, clothing and retail marketing. Consent of instructor. Equivalent to 214-790.

BIO Biology**BIO-S60 Introduction to Neuroscience 3 Credits**

Investigation of the human nervous system at the molecular, cellular and system level. Organization and function of neuronal cells, sensory receptors, sensory and motor pathways and integration centers. Introduction to electrophysiology, biochemistry of neurotransmitters and receptors, neuropharmacology, development of the nervous system, and consequences of neuronal disease and trauma. Equivalent to 308-650. **F**

BIO-S61 Psychobiology 2 Credits

Biological basis of human and animal behavior: evolution of physiological and behavioral adaptations of organisms to their environment.

Equivalent to 308-651. **S**

BIO-S62 Advanced Physiology 3 Credits

Physiological processes: digestion, respiration, metabolism, excretion, circulation and muscle. Histological studies of blood, experiments with frog and turtle hearts, nerve and muscle preparation. Respiratory, nerve, circulatory and muscle experiments on human body. Equivalent to 308-562. **FS**

BIO-606 Food Microbiology 3 Credits

Methods of food preservation, their effectiveness and related food spoilage by microorganisms. Quality control techniques used to determine presence of specific groups of economically important microorganisms.

Equivalent to 308-506. **FS**

BIO-720 Toxicology and Radiation Biology 3 Credits

Symptoms and physiological consequences of exposure to toxic chemicals and radiation. Equivalent to 308-720. **F**

BUACT Business Accounting**BUACT-546 Seminar 1-3 Credits**

Current topics in business. Title will reflect specific business content. **R**

BUACT-753 Managing Finance in the Hospitality Industry 3 Credits

Analytical skills needed to interpret and act upon financial data and information that lead to sound financial decisions for hospitality organizations. Capital budgeting methods, financial statement analysis, break-even analysis, short and long-term financing methods, and cost controls. Equivalent to HT-753.

BUINB Business International Business**BUINB-538 International Logistics 3 Credits**

International logistics strategy: customer service, inventory, transportation, packaging, warehousing, storage, exporting, licensure, joint ventures, ownership documentation, terms of trading, organization, financial and management skills. Equivalent to 160-538. **S**

BUINB-567 International Management 3 Credits

Theory and practice of managing international organizations, including socio-cultural aspects and group dynamics of international businesses and service organizations. Equivalent to 245-567, 160-567. **F**

BUINB-68S International Marketing 3 Credits

Principles and policies of marketing goods and services in international markets. Concepts, strategies and policies of world trade and multinational firms. Equivalent to 160-585. **FS**

BUINB-688 International Business Practicum 3 Credits

Assist an actual business in developing their international marketing plan. Students, under the supervision of a faculty member, determine a product's foreign marketability. Consent of instructor.

Equivalent to 160-588. **P: BUINB-485. FS**

BUINB-689 International Business Policies 3 Credits

Students develop the ability to solve business problems in the international arena using a scientific approach to decision-making by studying business cases on international policy formulation and administration, manufacturing, marketing, finance, accounting, personnel and public relations functions.

Equivalent to 160-689. **FS**

BULGL Business Legal**BULGL-546 Seminar 1-3 Credits**

Current topics in business. Title will reflect specific business content. **R**

BULGL-601 Legal Environment of Business 2 Credits

Changing relationship of government and industry: regulatory legislation, administrative agencies, national policies and social control.

Equivalent to 160-601. **FS**

BULGL-673 Legal Aspects of Construction 3 Credits

Analysis of contracts and documents used in building construction industry: rights of the parties. Labor relations: law and labor, legality of strikes, legality of picketing and boycott as economic pressure, unfair labor practices, employer and union, rights and responsibilities of supervisor and worker.

Equivalent to 160-573. **F**

BUMGT Business Management**BUMGT-546 Seminar 1-3 Credits**

Current topics in business. Title will reflect specific business content. **R**

BUMGT-680 Entrepreneurship: Small Business Planning 3 Credits

Concepts, strategies and applications involved in entrepreneurship. Profile of entrepreneurs and the risks and rewards, creating products and services for the market place, going into business—start-up, buyout, franchise—legal and financial aspects. Preparing a business plan required.

Equivalent to 160-535. **P: BUMKG-330, BUACT-206 or BUACT-200. FS**

BUMGT-690 Administrative and Business Policies 3 Credits

Integrates previous business studies, develops ability to solve business problems through scientific approaches to decision-making. Students use business cases on policy formulation and administration: manufacturing, marketing, finance, accounting, personnel, and public relations functions.

Equivalent to 160-690. **FS**

BUMGT-751 Strategic Management in Hospitality 3 Credits

Strategies used by hospitality managers and owners to achieve organizational objectives. Equivalent to HT-751.

BUMGT-760 Corporate Planning 2 Credits

Introduction to corporate planning, strategy and policy. Orientation to generalized planning process and the outputs of planning system. A discussion of planning decision subsystem, strategic information subsystem, planning organizational subsystem and planning management subsystem. Consent of instructor. Equivalent to 150-760, 160-760. **FS**

BUMIS Business Management Information Systems**BUMIS-546 Seminar 1-3 Credits**

Current topics in management information systems. Title will reflect specific content. **R**

BUMKG Business Marketing**BUMKG-546 Seminar 1-3 Credits**

Current topics in marketing. Title will reflect specific content. **R**

BUMKG-639 Industrial Distribution Seminar 2 Credits

Culminating and synthesizing experiences in industrial distribution. Individual topics will vary from semester to semester reflecting the latest changes in the field. Equivalent to 160-638. **\$ S**

BUMKG-679 Marketing Research 3 Credits

Experimental and survey techniques to secure information for successful marketing; primary and secondary sources; data collection, compilation and analysis methods; effective communication of conclusions and recommendations to management. First-level statistics required. Equivalent to 160-679. **FS**

BURTL Business Retail**BURTL-519 International Economic Trends in Textiles and Clothing 3 Credits**

Economic importance of the textile and apparel industries in the United States and the world. Equivalent to 214-519. **FS**

BURTL-522 Merchandising and Marketing An Apparel Line 2 Credits

Merchandising and marketing of product lines from manufacturer to retailer to consumer. Equivalent to 214-522. **S**

BURTL-525 Men's and Boys' Merchandising 1 Credit

Specialized techniques of merchandising men's wear and boys' wear; stock planning, market trends and controls. Equivalent to 214-525.

BURTL-527 Store Management 3 Credits

Develop management skills for retail stores of varying size. Equivalent to 214-527. **FS**

BURTL-535 Special Topics in Retail Merchandising and Management 1-3 Credits R**BURTL-617 Social/Psychological Aspects of Clothing 3 Credits**

Social and psychological influence of dress on individual and group behavior patterns. Equivalent to 214-617. **FS**

BURTL-619 National Study Tour 1 Credit

Five-day visit to New York or alternate city; study hours, discussions and lectures by leaders in American fashion market.

Equivalent to 214-639, 214-619, APRL-619. **R FS**

BURTL-625 Current Retail Strategies for a Differential Advantage 2 Credits

Comparative analysis of specific retail corporations' strategies to gain a differential advantage with their merchandising and operational methodology. Equivalent to 214-625. **FS**

BURTL-626 Fashion Retailing Practicum 4 Credits

Observation and structured experience in merchandising procedures dealing with complete operations and management of retail establishment.

Equivalent to 214-626. **FSSu**

BURTL-631 Service Management Strategies 3 Credits

Analysis of modes of service. Planning strategies leading to quality implementation, utilizing extensive case studies. Equivalent to 214-631, 150-631. **FS**

BURTL-671 International Textile Apparel Sourcing 3 Credits

Explore global market sources of apparel products for the vertical channel of fashion marketing. Analyze sourcing strategies and evaluate domestic/international sourcing options considering human resources, transportation, communication, production capabilities, cultural priorities, political influences, costs, quality and technology. Equivalent to 214-671. **F**

BURTL-690 Advanced Merchandise Planning Control 3 Credits

Application of merchandise theory and techniques to budget, manage, and adjust actual purchases, inventory, and sales of an actual retail business.

Equivalent to 214-630. **FS**

BURTL-735 Problems in Textiles, Clothing and Retail Marketing 2 Credits

Identification, selection and completion of a problem in textiles, clothing, and retail marketing culminating in a Plan B paper.

Equivalent to APRL-735, 214-768. **P: EDUC-740.**

BURTL-770 Thesis — Textiles, Clothing and Retail Marketing 2-6 Credits

Independent research under direction of investigation adviser. Selection of problems, development of outline, review of literature, compilation of bibliography, plan of attack, conduct of research, interpretation of findings, and preparation of the final paper according to thesis standards. Consent of instructor. Equivalent to 214-770, APRL-770. **P: EDUC-740.**

BURTL-790 Seminar in Textiles, Clothing and Retail Marketing 2 Credits

Review, evaluation and interpretation of current research in textiles, clothing and retail marketing. Consent of instructor. Equivalent to 214-790, APRL-790.

CADD CADD/Drafting**CADD-595 Seminar 1-2 Credits**

Title will reflect specific design, research and development content. Current and projected communication methods, concepts, technologies and innovations in design, research and development. Equivalent to 183-595. **R Su**

CADD-600 Workshop 1-3 Credits

Special topics in design, research and development, providing hands-on or experiential learning activities. Specific content and title to reflect the topic of the workshop. Equivalent to 183-600. **R FSSu**

CADD-636 Computer Assisted Design Problems 2 Credits

Advanced CADD applications. Construct three-dimensional wireframe drawings. Perform finite element analysis on select components. Customize software for specific applications. Customize software for specific applications. In-depth analysis of CADD applications in mechanical and architectural design. Consent of instructor. Equivalent to 130-636, 183-636. **S**

CADD-798 Problems Drafting/Product Design 2-6 Credits

Substantive study and activity for specialists in the design, research and development field to include library work, field observation, laboratory work planned by the student and approved and supervised by a faculty consultant in design, research and development. Preparation of a technical report may be repeated for a maximum of six semester credits. Equivalent to 183-798. **R**

CAS College of Arts and Sciences

CAS-575 The Ascent of Man 2 Credits

Exploring the nature and intellectual, philosophical and technical growth of humankind using "The Ascent of Man" TV series as basis for thought and discussion. Equivalent to 300-575. **S**

CHD College of Human Development

CHD-700 Trends in Home Economics 2 Credits

Study of societal trends that will influence the professional areas of home economics in the United States. Emphasis will be on improving the understanding of societal needs, the relationship among home economics areas and the future of home economics services. Consent of instructor.

Equivalent to 200-700.

CHEM Chemistry

CHEM-501 Physical Chemistry Lecture 3 Credits

Fundamental physical chemistry; behavior of gases, liquid state, properties of solutions, principles of thermodynamics, thermochemistry. Taken concurrently with CHEM-503. Recommended: CHEM-531.

Equivalent to 311-501. **FS**

CHEM-503 Physical Chemistry Laboratory 1 Credit

Lab course to be taken concurrently with CHEM-501. Experimental techniques and apparatus; treatment of experimental data. Recommended: CHEM-531. Equivalent to 311-503.

CHEM-511 Biochemistry 4 Credits

Fundamental chemistry and metabolism of carbohydrates, lipids and proteins; second- and third-order structure of proteins; chemistry of nucleic acids; nature and dynamics of enzymes and enzyme action; biological oxidations; lab work in metabolism, chromatography, enzyme action, qualitative and quantitative analytical procedures. Equivalent to 311-511. **FS**

CHEM-515 Food Chemistry 3 Credits

Organic biochemistry of foods; enzymatic and nonenzymatic changes associated with food preparation and storage (*Maillard-Browning reaction*); denaturation of protein, changes in color, odor, texture and nutritive value. Techniques for isolation and identification of biochemical constituents of foods.

Equivalent to 311-515. **S**

CHEM-531 Quantitative Analysis 3 Credits

Introduction to the principles of quantitative chemical analysis and training in precision laboratory techniques. Equivalent to 311-531. **F**

CHEM-535 Instrumental Methods of Analysis 3 Credits

Application of instrumental methods to chemical analysis: electrochemical, spectrophotometric, chromatographic, and thermal analysis. Techniques for methods development, sample preparation, optimization of operating conditions, and data analysis needed to obtain accurate, reproducible results by means of instrumentation. Equivalent to 311-535. **S**

CHEM-541 Chemistry of Materials 4 Credits

Relationship of the chemistry and microstructure of structural materials (*metals, polymers and ceramics*) to their properties; degradation of those materials, corrosion of metals, polymers and ceramics. Equivalent to 311-541. **FS**

CHEM-553 Environmental Chemistry 3 Credits

Principles and origins of chemical reactions that lead to ecological imbalance; systems that have contributed to large-scale environmental pollution or are of current importance; chemical technology needed to correct imbalance.

Equivalent to 311-553. **FS**

CHEM-612 Advanced Biochemistry 3 Credits

Molecular biology of humans and other organisms; biosynthesis and catabolism, emphasizing enzyme action; chemistry of specific tissues and fluids.

Equivalent to 311-612. **FS**

CHEM-710 Industrial Hygiene Instrumentation 2 Credits

Workplace environment analysis by direct reading and integrated sampling techniques. Equivalent to 311-710, 312-710. **P: CHEM-742. C: CHEM-742. FSSu**

CHEM-742 Industrial Hygiene 3 Credits

Principles and techniques for recognizing, evaluating and controlling existing or potential occupational health hazards that affect employee safety and health. Equivalent to 312-742. **C: CHEM-710.**

CHEM-752 Hazardous Waste Management 3 Credits

Management of hazardous wastes; compliance with governmental regulations in recognition, storage, shipping and reporting of hazardous wastes.

Equivalent to 311-652, 312-652. **FSSu**

CHEM-762 Industrial Hygiene Ventilation and Noise Control 3 Credits

Evaluation and testing of contaminant control ventilation systems for removal of toxic gases, vapors, and particulates from work environments. Evaluation of noise exposures and application of noise control methods to reduce worker exposures. Equivalent to 312-762. **P: CHEM-742, AEC-652. \$ S**

COUN Counseling

COUN-600 Workshop in Counseling 1-3 Credits

Current specialized topics studied through experiential activities. **R**

COUN-675 Counseling Theory 2 Credits

Theoretical approaches to counseling: psychoanalytic adaptations, behaviorism, trait-factor, client-centered and others; nature of man, underlying personality theory, goals of counseling, role of counselor and illustrative practical applications in each approach; develop beginning personal theory of counseling. Equivalent to 439-675. **FSSu**

COUN-694 Counseling Older Persons 2-3 Credits

Training service providers in counseling skills and gerontology through discussion, observation and supervised counseling experiences.

Equivalent to 439-694, 413-694. **S**

COUN-700 Seminar in Counseling 1-3 Credits

Special topics on current developments in the field. Each seminar is devoted to a specific development to be indicated with a subtitle and description.

Equivalent to 439-700. **R**

COUN-715 Orientation To Mental Health Counseling 1 Credit

Orientation to Wisconsin mental health system, Chapter 51.42, and to the role and function of mental health counselors. Counseling services for mentally ill, alcohol and drug abusers, and developmentally disabled will be discussed.

Equivalent to 439-715. **F**

COUN-718 Shame, Addiction and Substance Abuse 3 Credits

Exploration of the central role of shame in the process of addiction. Relationship between physiological and psychological affects of substances and the "shame-based" person on addictions. Implications for treatment.

Equivalent to 413-718, 439-718.

COUN-721 Alcohol and Drug Abuse Treatment Programs 3 Credits

Psychological factors in alcohol and drug abuse. Treatment programs and approaches used by alcohol and drug abuse counselors.

Equivalent to 413-721, 439-721. **S**

COUN-723 Psychopathology: Assessment and Treatment Planning 3 Credits

Training in the use of the current edition of the diagnostic and statistical manual (DSM) for assessment of mental disorders; use of behavioral and psychometric assessment procedures; treatment planning. Equivalent to 413-723, 439-723. **S**

COUN-725 Counseling With Special Populations 3 Credits

Overview of specialized counseling needs in special populations such as ethnic minorities, women and men in transition, chronically ill, job displaced, and strategies for counseling these populations. Equivalent to 413-725, 439-725. **F**

COUN-735 Problems in Counseling 2 Credits

Plan B investigations are the primary purpose of this course. Students who are ready to write their Plan B paper should register for this course and then confer with the major adviser to select a staff member who will serve as an investigation adviser. Meetings with the adviser are by arrangement only. Consent of instructor. Equivalent to 439-731. **P: EUC-740.**

COUN-752 Group Dynamics 2 Credits

A study of group approaches for providing guidance services to pupils. Designed to help counselors and teacher—counselors understand how groups may be used as a setting for guidance and counseling.

Equivalent to 413-752, 439-752. **P: COUN-675. FSSu**

COUN-770 Thesis 2-6 Credits

Independent research under direction of investigation adviser. Selection of problems, development of outline, review of literature, compilation of bibliography, plan of method of attack, conduct of research, interpretation of findings, and preparation of the final paper according to thesis standards. Student may enroll for two, four or six semester hours of credit in various terms with a final total of six. Consent of program director. Equivalent to 439-770. **P: EUC-740. R**

COUN-775 Alcohol and Drug Abuse Counseling Practicum I 8 Credits

Counseling under supervision in an alcohol and drug abuse treatment facility. Laboratory instruction on various aspects of alcohol and drug abuse treatment approaches. Equivalent to 413-775, 439-775. **P: COUN-721, COUN-788. F**

COUN-776 Alcohol and Drug Abuse Counseling Practicum II 8 Credits

A continuation of Alcohol and Drug Abuse Counseling Practicum I. Students will continue a supervised counseling experience in an appropriate treatment facility and related laboratory instruction.

Equivalent to 439-776, 413-776. **P: COUN-775. S**

COUN-785 Seminar in Hypnosis 2 Credits

Historical and present trends, myths and misconceptions, experimentation, research and counseling/therapeutic uses and misuses of hypnosis and related techniques. Consent of instructor. Equivalent to 439-785, 413-785.

COUN-788 Counseling Process Laboratory 3 Credits

Basic attending and influencing skills used in the one-to-one and one-to-group situations involving laboratory experiences, such as counseling, feedback, critiquing, modeling, assessing and evaluating.

Equivalent to 413-788, 439-788. **FSSu**

COUN-789 Cognitive-Behavioral Therapy: Principles and Application 3 Credits

Training in the theory and practice of cognitive-behavioral, and solution-focused treatment models. Assessment, intervention, and self-management strategies through this approach will be emphasized. Application of cognitive-behavioral techniques to human problems.

Equivalent to 439-789, 413-789. **P: COUN-788. FS**

COUN-797 Mental Health Counseling Practicum 6 Credits

Minimum of 300 hours of closely supervised counseling experience in an appropriate mental health setting. Regular seminars and individual supervision sessions required. Equivalent to 413-797, 439-797. **FS**

COUN-892 Advanced Counseling Practicum 2 Credits

Clinical supervised counseling experiences in a variety of school institutional and agency settings. Designed to assist the student to more adequately understand and apply the dynamics of human behavior in the one-to-one counseling relationship. A minimum of 60 to 90 clock hours of experience is required. Equivalent to 439-892. **P: COUN-797. R**

COUN-895 Field Study 2-6 Credits

Experience in action-type field research in pupil personnel services. The student will identify and research a topic directly related to a career position. Preparation and presentation of a formal report of the study to appropriate personnel. Student may enroll for two, four or six semester hours of credit in various terms with a final total of six. Equivalent to 439-800. **R**

CS Computer Science**CS-545 Image Processing 3 Credits**

Theory and applications of digital image processing. Mathematical foundations and algorithms for enhancement, restoration, compression, segmentation and reconstruction from projections. Equivalent to 354-545. **S**

CS-546 Simulation Modeling and Analysis 3 Credits

Simulation as a problem-solving technique, models, analysis and languages for simulation, data collection, random variate generation, verification and validation, output analysis, optimization of systems. Equivalent to 354-546. **FS**

CS-741 Computer Programming Techniques 2 Credits

Introduction to computer systems and their utilization. Emphasis on translating language with application to individual research projects, statistical or developmental. Not available to students who have completed 354-141.

Equivalent to 354-741. **FSSu**

CTEM College of Technology, Engineering and Management

CTEM-500 Introduction To Futures Study 2 Credits

Methods of future projection, orienting thought toward future alternatives, impact of future problems on major areas of human activity.

Equivalent to 100-500. **F**

CTEM-590 Technical Service Schools .5-6 Credits

Some special-purpose technical courses offered by manufacturers are suitable for college credit. Guidelines: 1) Student makes all arrangements with manufacturer offering courses; 2) One credit is awarded for each full week 40 hours of attendance; 3) Student enrolls and pays fees prior to taking course; 4) Graduate School approval required for students taking course for graduate credit. Consent of instructor. Equivalent to 100-590. **Su**

ECON Economics

ECON-510 Women and Work 3 Credits

Issues pertaining to changes in women's roles in the paid labor force, including past and present participation, the female-male earnings gap, public policy, and employer response. Equivalent to 320-510.

ECON-680 International Trade 3 Credits

Theory and practice of capital movements, foreign exchange rates and controls, balance of payments, tariffs. Equivalent to 320-680. **FS**

EDUC Education

EDUC-507 Applied Human Relations 2 Credits

An experiential course focusing on major themes affecting human relations. Equivalent to 421-507. **FSSu**

EDUC-536 Multiculturalism: Issues and Perspectives 2 Credits

Intensive study of diversity in U.S. schools. Examination of the educational needs of students from various ethnic, cultural, religious, language and social class groups. Discussion of issues related to racism, sexism and oppression.

Equivalent to 421-536, 421-536A. **FSSu**

EDUC-576 Field Experience: Cross-Cultural Experience 1 Credit

Supervised one-on-one or small group experience in a school or other setting in response to a special academic or social need with representatives of one or more of the following designated ethnic minority groups: African-Americans, Asian-Americans, Pacific Islander-Americans, American Indians and Hispanic-Americans, and various socioeconomic groups, specifically the low-income.

Equivalent to 421-576.

EDUC-580 Reading and Language Arts in Elementary Education 3 Credits

Current philosophies in reading and language arts education, the centrality of language arts to the elementary curriculum and methodologies for the elementary classroom. Equivalent to 421-580. **FSSu**

EDUC-581 Preclinical: Elementary Education Language Arts And Reading 1 Credit

Supervised teaching experience in developing the prospective teacher's ability in elementary education language arts and reading skills.

Equivalent to 421-581. **P:** EDUC-580. **C:** EDUC-580. **FSSu**

EDUC-582 Secondary Reading and Language Development 2 Credits

Effective utilization of reading and language development methodologies in secondary content area classrooms. Equivalent to 421-582. **FSSu**

EDUC-600 Workshop: Special Topics in Education 1 Credit

Current specialized topics studied through experimental activities. **R**

EDUC-630 Ojibwe Lifeways 4 Credits

In-depth, interactive study of Ojibwe culture within a Wisconsin reservation community. Equivalent to 421-630. **\$ Su**

EDUC-726 Administration 2-3 Credits

Philosophy and principles underlying organization and operation of public education on the local, state and national levels in the United States. Examinations of prevailing practices and current problems of school management.

Equivalent to 421-726.

EDUC-727 Supervision of Student Teachers 2 Credits

Purpose and philosophy of supervision, the role of the cadet center in preparing teachers, relationships and responsibilities of persons involved, orientation, guidance, and evaluation of student teachers.

Equivalent to EDUC-726, 421-726, 421-727. **FSSu**

EDUC-729 Introduction to Educational Research 1 Credit

Overview of educational research, identification of research topics and development of a research proposal. Equivalent to 421-729. **FSSu**

EDUC-735 Problems in Education 2 Credits

Identification, selection and completion of a research problem in education culminating in a Plan B research paper. Consent of program director.

Equivalent to 421-765. **P:** 421-740. **FSSu**

EDUC-740 Research Foundations 4 Credits

This course serves as an introduction to basic concepts and principles in educational research. The course utilizes mastery grading and elements of individualized instruction. The course functions to help prepare students for graduate research experiences and also to prepare to be articulate consumers of research upon completion of the course.

Equivalent to EDUC-729, 421-729, 421-740. **FSSu**

EDUC-742 Program Evaluation 3 Credits

Surveys theory and practice of evaluating the effectiveness of a variety of human-service delivering systems, including education. Develops applied competencies in analyzing values and needs of decision makers and articulation and assessment of program objectives, both process and product. Emphasis on building efficient, ongoing evaluation systems. Equivalent to 421-742.

EDUC-750 Curriculum Theory and Practice 2-3 Credits

A study of curriculum theory and its application. An analysis and development of a rationale, writing educational objectives, identifying a body of knowledge, specifying methodology, and conducting curriculum evaluation.

Equivalent to 421-750. **FSSu**

EDUC-770 Thesis 2-6 Credits

Independent research under direction of investigation adviser. Selection of problem, review of literature, planning and conducting research, interpretation of findings and preparation of final paper according to thesis standards. Student may enroll for two, four or six semester hours of credit in various terms for a final total of six. Consent of program director.

Equivalent to 421-770. **P: 421-740. R FSSu**

EDUC-782 Instructional Analysis 4 Credits

Social/political forces utilized in planning and implementing instruction. Principles and strategies for a self-analysis of teaching behavior. Examination of the social aspects of teacher learning and knowledge production and the relationships between learning and instruction.

Equivalent to 421-782, 421-720. **S**

EDUC-816 Instrumentation for Research 3 Credits

Basic concepts in the areas of validity and reliability will be studied and applied to the design of instruments. Emphasis will be placed on conceptualizing the constructs or characteristics to be measured. Techniques of item writing, item analysis, determining reliability, and scaling will be covered, including such ideas as aquescent set, item difficulty and discrimination. Students will engage in the study of procedures and techniques for gathering, analyzing and reporting data and findings as applied to their proposed field study.

Equivalent to 421-816.

EDUC-895 Field Study in Professional Education 2-6 Credits

Supervised study which provides the graduate student with the opportunity to: 1) explore in-depth the body of knowledge associated with a selected problem in professional education; 2) provide an educational experience for implementing this knowledge into a selected institutional setting; and 3) devise methods to determine if the implementation is or will be successful. Consent of program director. Equivalent to 421-890.

ELEC Electricity/Electronics**ELEC-553 Instrumentation and Control 3 Credits**

Industrial measurement, control, open loop, closed loop, analog, digital, electric/electronic, fluid, mechanical, pneumatic.

Equivalent to 110-553, 184-553. **S**

ELEC-583 Fundamentals of Control 4 Credits

Analysis of elementary control systems via classical and Laplace transform techniques, frequency response and root locus plots, block diagrams and transfer functions, open and closed loop systems, stability considerations, digital to analog conversion, microprocessor-based control systems.

Equivalent to 110-583, 184-583.

ELEC-586 Instrumentation 3 Credits

Descriptive and analysis of thermal, mechanical, acoustic, optical, pneumatic and electromagnetic sensors, measuring systems, calibration, performance of measuring systems, analog and digital signal conditioning. Measurement of frequency and time, and analysis and performance of display units.

Equivalent to 110-586, 184-586.

ELEC-595 Seminar 1-2 Credits

Specific content is designed to upgrade competencies of participants. Content will change to reflect current state of the art in electricity/electronics or power mechanics. Equivalent to 184-595. **R**

ELEC-798 Problems in Electricity/Electronics 2-6 Credits

Substantive study and activity for specialists in the energy electricity/electronics field to include library work, field observation, laboratory work planned by the student and approved and supervised by a faculty consultant in electricity/electronics technology. Preparation of a technical report may be repeated for a maximum of six semester credits. Equivalent to 184-798.

ENGL English**ENGL-546 Research Reporting 3 Credits**

Effective organization and presentation of individual research.

Equivalent to 326-546. **F**

ENGL-601 Juvenile Fiction Seminar 1-3 Credits

Children's literature, emphasizing the picture book. Methods of selecting and reading picture books of all types with critical examination. Literary, historical and social implications of picture books. Equivalent to 326-601.

ENGL-615 Technical Writing 3 Credits

On-the-job writing for business and industry; reports, letters and other documents. Equivalent to 326-515. **FSSu**

ENGL-635 Writing Technical Manuals 3 Credits

Production of a technical manual — planning procedure, collecting information, analyzing audience, writing and field testing. Equivalent to 326-535. **FSSu**

ENGL-637 Technical Writing Practicum 1-3 Credits

Plan, write and produce a technical document for a client. Principles of document design, clear writing for a specific audience, methods of determining client needs, and methods of producing the final document. Consent of instructor. Equivalent to 326-537. **R FSSu**

FCSE Family and Consumer Sciences Education

FCSE-S00 Externship: Family and Consumer Sciences Community Education 4-8 Credits

Practicum in one or more of the following family and consumer sciences education programs: extension services, elementary education, post-secondary education, occupational teaching experience and community educational services. Approval of graduate program director required if taken for graduate credit. Consent of program director. Equivalent to 242-500. **FS**

FCSE-S03 Family and Consumer Sciences Education in the Middle and Elementary Schools 3 Credits

Develop techniques, materials and curriculum concepts in family and consumer sciences education with application of human growth and development principles for teaching in middle and elementary school. Equivalent to 242-503. **S**

FCSE-S20 Vocational Programs in Family and Consumer Sciences Education 2 Credits

Techniques, materials and curriculum for home economics wage-earning programs in secondary and post-secondary schools; preliminary procedures for program development. Equivalent to 242-620. **FS**

FCSE-S44 Future Homemakers of America Workshop 1-2 Credits

Integration of Future Homemakers of America and the Home Economics Related Occupations student organizations into the family and consumer science education classroom. Equivalent to 242-544. **Su**

FCSE-6S1 Family Life Education Programs 2 Credits

Development of family life education programs including methods, materials and techniques for teaching family relationships and child development at the secondary level. Consent of instructor. Equivalent to 242-651. **F**

FCSE-708 Curriculum Studies in Home Economics 2 Credits

Principles of curriculum construction. Review of recent literature on curriculum development. Evaluation of curriculum practice and techniques. Equivalent to 242-708.

FCSE-710 Applied Evaluation in Home Economics 2 Credits

Theory and application of principles in planning evaluation techniques in home economics to assess behavioral changes in the cognitive, affective and psychomotor domains. Equivalent to 242-710.

FCSE-720 Special Topics – Home Economics Education 1-2 Credits

Consideration of problems in contemporary living that are affecting home economics education and their influence on the teaching of homemaking.

FCSE-725 Graduate Internship in Home Economics 8 Credits

A clinical assignment in a school for one semester during which time the student integrates in-depth academic knowledge and pedagogical skill. Consent of instructor. Home economics majors only. Consent of program director. Equivalent to 242-725. **FS**

FCSE-735 Problems in Home Economics 2 Credits

Identification, selection and completion of a problem in home economics education, culminating in a Plan B paper. Equivalent to 242-775. **P: EDUC-740.**

FCSE-744 Seminar in Home Economics Education 1-2 Credits

Issues in home economics education. Equivalent to 242-744. **R**

FCSE-770 Thesis — Home Economics 2-6 Credits

Independent research under direction of investigation adviser. Selection of problems, development of outline, review of literature, compilation of bibliography, plan of method of attack, conduct of research, interpretation of findings, and preparation of the final paper according to thesis standards. Student may enroll for two, four or six semester hours of credit in various terms with a final total of six. Consent of program director. Equivalent to 242-770. **P: EDUC-740. R**

FN Food and Nutrition

FN-S10 Lifespan Nutrition 3 Credits

Nutrition concepts and concerns associated with each lifespan stage; integration of social, psychological, cultural, economic, and legislative factors to develop issue-centered approaches to meet nutrition needs.

Equivalent to 229-530. **R**

FN-S20 Advanced Nutrition 3 Credits

Principles of human nutrition applied to individual, family, community and world problems. Equivalent to 229-520.

FN-S2S Special Topics in Food and Nutrition 1-3 Credits

Study of special topics in food and nutrition. Equivalent to 229-525. **R F**

FN-542 Advanced Foods 3 Credits

Comparative studies of food selection and preparation; appraisal of foods. Equivalent to 229-542, 229-642. **F**

FN-550 Food Processing 3 Credits

Industrial methods used to prepare and preserve food. Equivalent to 229-650. **S**

FN-SS5 Sports Nutrition 3 Credits

Nutritional and metabolic requirements of physical activity. Metabolic fuel utilization during exercise and physiological adaptations to exercise training will be discussed. The health and well-being benefits of an optimal diet-exercise regime will be emphasized. Equivalent to 229-555.

FN-S60 Nutrition Counseling: A Team Approach 3 Credits

Interdisciplinary team approach to individual and group client-centered nutrition counseling which includes assisting and advising clients on dietary information. Skills and techniques based on nutrition counseling theories that are most useful to registered dietitians in enhancing quality of life and planned nutrition intervention. Equivalent to 229-560.

FN-60S Nutrition for the Aged 2 Credits

Nutrient requirements and food consumption patterns of the elderly; food services for aging Americans. Equivalent to 229-505. **S**

FN-606 Nutrition Education 3 Credits

Nutrition education as planned behavioral change: problems and solutions in instructing various populations; identification, development and evaluation of nutrition resources. Equivalent to 229-606. **FS**

FN-610 Food and Nutrition Policy Regulation and Law 3 Credits

Food and nutrition policy development and evolution. Key acts and agencies governing food regulation and law. Process of creating or changing law. Compliance and enforcement rules in inspection, labeling, export and import. Administrative practice in food law including proceedings and judicial review. Equivalent to 229-610.

FN-612 Clinical Experience – Community Nutrition Programs 1 Credit

Practical experience with community nutrition program; basic nutrition program or food service operation and nutrition education activity. Equivalent to 229-612. **FS**

FN-613 Maternal and Child Nutrition 3 Credits

Application of principles to maternal, infant, child and adolescent nutrition. Equivalent to 229-633. **F**

FN-614 Catering 3 Credits

Theory and application of operational and managerial principles for on/off-premise catering for special events. Cannot be taken for credit by students who have previously taken 245-614. Equivalent to 229-614, 245-614.

FN-615 Nutritional Issues in Gerontology 3 Credits

Theory and relationships of nutrition, longevity and aging. Food and nutrition legislation for the elderly—theory and implementation. Nutritional implications of acute and chronic disease states common among the elderly. Equivalent to FN-705, 229-705. **P: FN-520, CHEM-511.**

FN-618 Diet Therapy 4 Credits

Principles and methods for use of diet as therapy in certain pathological conditions. Equivalent to 229-618. **FS**

FN-620 Food Styling 1-3 Credits

Food as media for artistic expression; effective use of color, form and texture. Equivalent to 229-620. **R FSu**

FN-631 Readings in Food Science and Nutrition 1-2 Credits

Critical reading, evaluating, and reporting from pertinent current journals and other publications. Equivalent to 229-631. **R**

FN-638 Experimental Foods 3 Credits

Experimentation with selected food materials, techniques and equipment; directed study in individually chosen area. Equivalent to 229-638. **FS**

FN-650 Food Engineering 3 Credits

Application of pertinent chemistry, physics and mathematics principles to food processing. Equivalent to 229-651. **F**

FN-661 Multicultural Aspects of Food and Nutrition Patterns 3 Credits

Food and nutrition patterns as influenced by social, religious, geographical, economic and political factors. Cultures emphasized include Native American, African-American, Hispanic and Asian-American. Food as a means of cross-cultural communication. Equivalent to 229-661.

FN-670 Food Distribution Operations and Control 3 Credits

Current trends and management strategies in the distribution of food and beverages, from manufacturer to consumer. Equivalent to 229-570.

FN-701 Trends in Nutrition 1-2 Credits

Practical application of recent developments in the field of nutrition. Equivalent to 229-701. **P: FN-212. R**

FN-710 Clinical Nutrition 3 Credits

Innovative approaches in nutrition therapy. Clinical experience offered in area health care facilities. Equivalent to 229-710. **P: FN-618.**

FN-712 Practicum in Community Nutrition Programs 1-2 Credits

Advanced experience in community nutrition programs. Individual project in nutrition counseling, identification, delivery and evaluation of nutrition and appropriate food services. Equivalent to 229-712. **P: FN-606, FN-618. R**

FN-715 Menu Analysis and Planning 3 Credits

Principles of planning and designing menus for production and sales in commercial and institutional food services. Special emphasis is given to computerization of the menu planning process. Equivalent to 229-715.

FN-721 Workshop in Nutrition 1 Credit

Individual and group investigations and solutions of problems in nutrition science and nutrition education. Equivalent to 229-721. **R**

FN-735 Problems in Food Science and Nutrition 2 Credits

Identification, selection and completion of a problem in food science and nutrition, culminating in a Plan B paper and oral presentation of the paper. Equivalent to 229-747. **P: EDUC-740. FSSu**

FN-736 Micronutrients 3 Credits

Absorption and intermediary metabolism of minerals, vitamins and other organic compounds with nutritional relevance. Analysis and application of current research as it relates to these micronutrients are emphasized. Equivalent to 229-735. **P: FN-520.**

FN-737 Macronutrients 3 Credits

Digestion, absorption, transport, metabolism, health concerns, functions and micronutrient interrelationships to water, carbohydrate, lipid and protein are the focus of this course. Analysis and application of current research related to these macronutrients are emphasized. Equivalent to 229-736. **P: FN-520.**

FN-740 Food Preservation Technology 3 Credits

Application and evaluation of the technology of food preservation to selected areas in food science. Equivalent to 229-740. **P: CHEM-511.**

FN-742 Sensory Evaluation of Food 3 Credits

Selection, identification and measurement of food evaluation tools using consumer and laboratory sensory panels. Equivalent to 229-742.

FN-746 Food Innovations 2-3 Credits

Effects of food industry innovations on preparation and service of foods. Equivalent to 229-746.

FN-756 Advanced Experimental Food 3-4 Credits

Principles of research methods applied to directed investigations in food preparation. Equivalent to 229-756. **P: FN-638. FS**

FN-770 Thesis — Food Science and Nutrition 1-6 Credits

Independent research under direction of investigation adviser. Selection of problems, development of outline, review of literature, compilation of bibliography, plan of method of attack, conduct of research, interpretation of findings, preparation of the final paper according to thesis standards and oral presentation of the research. Student may enroll for variable semester hours of credit in various terms with a final total of six. Consent of program director.

Equivalent to 229-770. **P: EDUC-740. FSSu**

FN-797 Field Experience 2 Credits**FN-865 Supervised Practice****in Medical Nutrition Management 3-14 Credits**

Supervised practice experience in clinical, community nutrition and food service management. Structured experiences are provided at hospital, clinic, community and public school sites. Successful completion of more than 900 hours for 18 credits meets the American Dietetic Association requirement for a supervised practice program. Equivalent to 229-765. **P: FN-710, minimum grade B; FN-606, minimum grade 8; FN-712, minimum grade 8. R FSSu**

GCM Graphic Communications Management**GCM-S00 Workshop 1-3 Credits**

Special topics in graphic communications, providing hands-on or experiential learning activities. Specific content and title to reflect the topic of the workshop. Equivalent to 130-500. **R FSSu**

GCM-543 Graphic Communication**Integrated Manufacturing Practicum 3 Credits**

Preparation and manufacture of actual printed products for clients in the university community emphasizing process and work flow management through estimating, scheduling, planning and quality control.

Equivalent to 130-543. **R FSSu**

GCM-545 Publications Production 3 Credits

Cross-discipline work teams experience integration of skills developed in English, speech, art, graphic communications, industrial management and business courses to design, plan, schedule, produce and distribute an actual magazine. Equivalent to 130-545. **FSSu**

GCM-546 Digital Imaging 3 Credits

Preparation, capture and manipulation of digital information for current and emerging digital distribution technologies. Repurposing of print media files for alternative distribution systems. Equivalent to 130-546. **FS**

GCM-S62 Screen and Specialty Print Manufacturing 3 Credits

Applications and techniques for screen and specialty printing on a variety of substrates. Issues and process-control concerns related to these image transfer methods. Equivalent to 130-562, 130-561. **\$ FSu**

GCM-563 Package Printing 3 Credits

Production of graphics on cartons, labels and flexible packages. Present and future technological trends in packaging and printing, with an emphasis on flexography, rotogravure, and other processes for full color reproduction.

Equivalent to 130-563, 130-263. **\$ FS**

GCM-595 Graphic Communications Management Seminar 3 Credits

Technological innovations, management and supervision issues, and emerging trends in the graphic communications industry.

Equivalent to 130-595. **R FSSu**

GCM-680 Customer Service and**Production Coordination For Print Media 3 Credits**

Review of the graphic communications manufacturing process. The role and function of the customer service representative, workflow and time requirements for production of various print products. Equivalent to 130-680. **FS**

GCM-797 Field Experience 1 Credit R**GCM-798 Problems in Graphic/Telecommunications 2-6 Credits**

Substantive study and activity for specialists in the graphic/telecommunications fields to include library work, field observation, laboratory work planned by the student and approved and supervised by a faculty consultant in graphic/telecommunications. Preparation of a technical report may be repeated for a maximum of six semester credits. Consent of instructor.

Equivalent to TCS-798, 130-798. **P: TECED-739. R FSSu**

HDFL Human Development and Family Living**HDFL-S10 Family Stress, Coping and Adaptation 1 Credit**

Impact of family development and stress on individual and family well-being. Equivalent to 212-510, 212-615. **Su**

HDFL-520 Divorced, Single Parent and Remarried Family 2 Credits

Trends and issues in divorce, single parenting and remarriage related to effects on adults, children and society. Equivalent to 212-520A, 212-525. **FSSu**

HDFL-S30 Adulthood and the Family 3 Credits

Study of adults in the family context during the early and middle years.

Equivalent to 212-530A, 212-530. **S**

HDFL-531 Hospice Clinical Experience 1-2 Credits

Work with an area hospice organization under the supervision of the hospice consultant or patient care coordinator.

Equivalent to 212-531. **P: 212-351. FSSu**

HDFL-533 Language Arts in Early Childhood Education 2 Credits

Early childhood education language arts teaching methodologies, emphasizing the development of young children's skills in listening, writing and speaking. Equivalent to 212-533. **FS**

HDFL-535 Seminar: The Culturally Distinct Child and Family 2 Credits

Study of cultural, ethnic, racial and economic influences on the child and family in the United States. Emphasis on knowledge and skills to improve human relations in settings serving young children and families.

Equivalent to 212-535, 212-685. **FS**

HDFL-S36 Experience: The Culturally Distinct Child and Family 1 Credit

Intensive experience working directly with racial, cultural or economic groups whose background the student does not share.

Equivalent to 212-686, 212-536. **FS**

HDFL-540 Human Development: Aging Person 3 Credits

Survey of the field of gerontology focusing on what it means to grow old in the United States from a systemic perspective. Multicultural attitudes toward aging; the psychological, physical, social and economic needs and problems of the older population are addressed. Consideration will be given to the personal, familial, environmental and social resources of the older population.

Equivalent to 212-540A, 212-680. **FS**

HDFL-541 Family Caregiving to Dependent Elders 1 Credit

Unique challenges confronting adult children who provide care to aging parents. Government, agency, workplace and family policies and practices promoting and/or undermining family strengths and well-being.

Equivalent to 212-540. **FSSu**

HDFL-544 Primary Curriculum:**Science, Math, Social Studies 4 Credits**

Curriculum planning for the primary levels of instruction, with particular emphasis on patterns of instructional organization and the planning, implementing and evaluating of sound science, mathematics and social science curricula. Equivalent to 212-544. **FSSu**

HDFL-54S Health Care Dilemmas and Decisions for Families 2 Credits

Multidisciplinary study of bioethical issues facing U.S. families, including end-of-life decision making, reproductive technologies and distributive justice.

Equivalent to 212-545A, 212-605. **S**

HDFL-560 The Workplace and the Family 2 Credits

Linkages between families and workplace; corresponding consequences for individual family well-being and the workplace.

Equivalent to 212-560, 212-654. **S**

HDFL-56S Family Resource Management 2 Credits

Examination of individual and family resource management behaviors including valuing, goal setting, decision making, implementation, resource use, resource exchange and resource creation, and cultural differences in resource management. Consent of instructor. Equivalent to 212-565. **FSSu**

HDFL-58S Family-Based Employee Assistance Programs 3 Credits

Structures and functions of employee assistance programs with employees and their families being the primary unit of analysis and service. Consent of instructor. Equivalent to 212-585. **FSSu**

HDFL-S9S Special Topics in Human Development 1-2 Credits

Special topics in human development; repeatable for different topics.

Equivalent to 212-595. **R**

HDFL-607 Parent Counseling 2 Credits

Approaches and techniques for working with parents; observation and experience in childrearing problems parents face. Equivalent to 212-607.

HDFL-621 Administration of Early Childhood Programs 2 Credits

A study of program organization, program design, staffing, licensing, certification, equipment and facilities for operating early childhood education programs. Field trips required. Equivalent to 212-621A, 212-665. **F**

HDFL-624 Advanced Child Study 3 Credits

A study of principles and review of literature pertaining to children.

Equivalent to 212-624.

HDFL-625 Death Education and Counseling in Families 2 Credits

Death and dying theory; research, practice and application in education and individual and family counseling. Equivalent to 212-690. **S**

HDFL-626 Special Topics in the Study of Family Life 1-3 Credits

Family life programs and literature; individual study of problems of personal or professional interest. Equivalent to 212-626.

HDFL-627 Child Abuse and Neglect 2 Credits

Systemic nature, forms and indicators, and prevention of abuse/neglect. Factors contributing to, and intervention skills in, coping with the effects of abuse/neglect on children and families at risk. Equivalent to 212-627A, 212-638. **F**

HDFL-637 Seminar in Child Development 2 Credits

Special problems and aspects in child development; preference given to students' interests. Equivalent to 212-637. **FS**

HDFL-64D Child and Family Law 3 Credits

Legal issues affecting children and families. Equivalent to 212-601. **FS**

HDFL-650 Family Impact Seminar 3 Credits

Content, methods and process of assessing impact of public policy on children and families. Equivalent to 212-610. **FS**

HDFL-6S3 Relationship Communication Training 2 Credits

Communication theories and skills applied to marital, family and other intimate relationships. Application of communication skills to personal relationships and professional work. Preferably, but not necessarily, have your premarital or marital partner with you. Consent of instructor. Equivalent to 212-653. **F**

HDFL-654 Suicide and the Family:**Family and Community Intervention 1 Credit**

Analysis of attempted and completed suicides from an interdisciplinary perspective. Forms of intervention, with emphasis upon family therapy, are compared, contrasted, and evaluated for suitability.

HDFL-662 Early Childhood Education Program Models 1 Credit

Exploration and analysis of contemporary early childhood education program models and practices in various settings. 600-level or higher.

Equivalent to 212-662. **FSSu**

HDFL-664 Special Topics: Early Childhood Curriculum 1-3 Credits

Philosophy and methodology of early childhood education; problems confronting teachers. Equivalent to 212-664, HDFL-664. **R**

HDFL-703 Seminar in Child Development 2 Credits

Advanced seminar in study of all aspects of child development.
Equivalent to 212-703.

HDFL-704 Child/Family Services 2 Credits

Social change, government initiatives, and recent research related to quality programs for early care and education of young children.
Equivalent to 212-704. **FSSu**

HDFL-707 Issues and Problems in Parent Education 2 Credits

A study of the issues and problems of parent groups and the training of parent-group leaders. Consent of instructor. Equivalent to 212-707.

HDFL-71S Theories of Family Processes 2 Credits

Advanced analysis of family interaction theory. Emphasis is on normal family processes as they apply to the practice of marital and family intervention.
FSSu Equivalent to 212-715.

HDFL-728 Family Life Issues 2 Credits

A study of current issues and problems in marriage and the family. An investigation of research, literature and consideration of theoretical interpretations in today's world. An exploration of how familial experiences affect behavioral patterns and attitudes of children, adults and self.
Equivalent to 212-728.

HDFL-740 Special Problems in Family Life Education 2 Credits

Planning and implementation of community programs in family life education.
Equivalent to 212-740.

HDFL-742 Human Development 2 Credits

Human development theory, research, changing trends, problems and interpretations will be explored. Emphasis on application of scientific knowledge to practical relationships with children in the family, school and community, and implications of child development concepts toward understanding of self and others. Equivalent to 212-742.

HDFL-750 Systems of Marital and Family Therapy 3 Credits

Survey of conceptual frameworks and approaches to marital and family therapy from a systems point of view. Equivalent to 212-750. **F**

HDFL-751 Seminar in Marriage and Family Therapy 3 Credits

Advanced and in-depth study of the issues, skills and methods in premarital intervention and marriage and family therapy.
Equivalent to 212-751. **P: HDFL-750. S**

HDFL-75S Professional Issues in Marriage and Family Therapy 3 Credits

Exploration of the issues in the development of professional skills, attitudes and identity in the area of marriage and family therapy.
Equivalent to 212-755. **P: HDFL-751.**

HDFL-760 Sex Therapy Seminar 2 Credits

This course is offered to graduate students who have already taken a basic course in human sexuality and who plan to work in the helping professions. Its main goal is to provide participants with the basic skills, knowledge and attitudes that will enable them to help clients solve problems related to sexuality. Consent of instructor. Equivalent to 212-760. **S**

HDFL-764 Marriage and Family Therapy Prepracticum Seminar 1 Credit

Preparation for delivery of clinical services to couples and families and clinical management will be addressed. Students will also establish orientation to the clinical practice of marital and family therapy in a state-certified outpatient mental health, alcohol and other drug abuse clinic. Admission to M.S. in Marriage and Family Therapy program. Equivalent to 212-764. **S**

HDFL-766 Problems in Early Childhood Education 1-3 Credits

Overview of issues in early childhood education with emphasis on problems confronting teachers in establishing early childhood programs in communities and schools. Equivalent to 212-766.

HDFL-793 Marriage and Family Therapy Practicum I 4 Credits

Preparation for professional marriage and family counseling services through seminar discussions, observation, and supervised counseling experience. Consent of instructor. Admission to M.S. in Marriage and Family Therapy program. Equivalent to 212-793. **F**

HDFL-794 Marriage and Family Therapy Practicum II 4 Credits

Sequel to HDFL-793. Continuing preparation for professional marriage and family counseling services through seminar discussions, observation and supervised counseling. Equivalent to 212-794. **P: HDFL-793.**

HT Hospitality and Tourism**HT-523 Food Service Equipment 2 Credits**

Factors affecting design, selection, physical facilities and utilities involved in food service equipment. Equivalent to 245-521. **FSSu**

HT-S24 Quantity Food Production 4 Credits

Quantity food production management concepts; menu planning, work production schedules, production analysis, food and labor cost controls, and sales projections, crisis and service management techniques; lab work in quantity food production and service; recipe development and introduction to productivity and work simplification concepts. Equivalent to 245-513, 245-711. **FSSu**

HT-530 Resort Planning and Operation 3 Credits

Planning and operation of individual destination resorts. Analysis of resort concept, history, master planning, environmental impact, facility design, maintenance and operational management.
Equivalent to 245-644. **P: HT-630. S**

HT-560 Hospitality and the Handicapped Traveler 1 Credit

Provide increased sensitivity to needs of handicapped traveler; problems and possible solutions or hospitality organizations. Equivalent to 245-682. **FS**

HT-623 Wine and Food Pairing 3 Credits

Matching wine and food from different parts of the world using flavors, textures, and components present in food and wine as complementing strategies. Emphasis on menu planning, food preparation, cooking methods and wine tasting with foods. Equivalent to 245-623. \$

HT-624 Catering 3 Credits

Theory and application of operational and managerial principles for on- or off-premise catering for special events. 500-level or higher. Equivalent to 245-614. FS

HT-62S Fast Food Operations 3 Credits

Organization and function of fast-food service operations. Work methods procedures, staffing, food quality and quantity control, space and maintenance, safety, sanitation, merchandising and career options will be covered. Equivalent to 229-550, 245-550. FS

HT-630 Lodging Administration 3 Credits

Analysis of theories, principles and techniques of lodging management; problems and issues encountered by management in providing quality service within cost-efficient organization. Equivalent to 245-515. FS

HT-640 Sociocultural Systems of Tourism 3 Credits

Various psychosocial dimensions of tourism: motivation, development, community and conflict as related to consumer-tourists, tourists and residents. Equivalent to 245-640. S

HT-650 Food Service Administration 3 Credits

Organization and administration of institutional food service systems, personnel selection and training, cost control and problems of supervision. Equivalent to 245-501. FS

HT-660 Hospitality Industry Law and Liability 3 Credits

Laws applicable to ownership and operation of inns, hotels, motels, restaurants and other places of public hospitality. Equivalent to HT-623, 245-623, 245-625. FS

HT-661 Hospitality Industry — Employee and Labor Relations 2 Credits

Investigation of employee and labor relations in the hospitality industry; history, legality and techniques of dealing with unionization. Equivalent to 245-626. FS

HT-662 Hospitality — Financial Analysis, Budget and Forecasting 3 Credits

Application of accounting and financial analysis techniques to managerial decision making in hospitality industry. Equivalent to 245-670. FSSu

HT-670 Seminar in Property Management 2 Credits

Culminating professional course for the property management minor program. Preparation of a property management plan for a specific property. Discussion of current trends and industry problems. Equivalent to 245-684. S

HT-681 Special Problems in Hospitality and Tourism 1-3 Credits

Equivalent to 245-681. R

HT-700 Issues in Hospitality and Tourism 3 Credits

Significant topics, trends and issues in hospitality and tourism are investigated, developed and presented. Admission to M.S. in Hospitality and Tourism program. Equivalent to 245-710. F

HT-701 Hospitality and Tourism Research Interpretation 3 Credits

Interpretation of advanced qualitative and quantitative research findings in the hospitality and tourism industries. Includes examination of data collection techniques and current research trends, including segmentation, group differentiation, product positioning and image formation. Equivalent to 245-747. P: EDUC-740, STAT-520. S

HT-702 Seminar in Hospitality and Tourism 1 Credit

Discussion and interpretation of recent research in hospitality and tourism. Choice of problems based upon the needs and interests of the students. Equivalent to 245-780. FS

HT-720 Management Concepts in Food Administration 1 Credit

Management concepts as they apply to institutional food service operations. Equivalent to 245-700. SSu

HT-721 Operational Controls in Food Service Management 1 Credit

A management plan designed to incorporate all necessary controls the institution needs to minimize incurred expenses and maximize work performance associated with production. Equivalent to 245-702. Su

HT-73S Problems in Hospitality and Tourism 2 Credits

Independent research under direction of research adviser. Selection of problems, development of outline, review of literature, compilation of bibliography, research methodology, conducting research in the hospitality of tourism field. Interpretation of results and a formal presentation is required. Consent of program director. Equivalent to HT-701, 245-747, 245-770. P: EDUC-740.

HT-751 Strategic Management in Hospitality 3 Credits

Strategies used by hospitality managers and owners to achieve organizational objectives. Equivalent to BUMGT-751.

HT-753 Managing Finance in the Hospitality Industry 3 Credits

Analytical skills needed to interpret and act upon financial data and information that lead to sound financial decisions for hospitality organizations. Capital budgeting methods, financial statement analysis, break-even analysis, short and long-term financing methods, and cost controls. Equivalent to BUACT-753.

HT-754 Managing Technology in Hospitality and Service Industries 3 Credits

Understanding information technology, systems development methodologies, and strategic information systems planning from a service industry perspective. Thinking tactically, strategically, and creatively in applying information technology solutions to meet the global business environment and drive new hospitality business opportunities.

HT-755 Leadership and Management in the Hospitality Industry 3 Credits

Leadership principles, values and strategies in the hospitality industry. Leadership as a process and a function which can be exercised from anywhere in the organization. Initiating and accommodating individual and organizational change, motivation and conflict management strategies for diverse hospitality/tourism environments.

HT-756 Hospitality and Tourism Quality Assurance and Customer Service 3 Credits

Evolution of the service quality movement, assessment, and analysis and synthesis of profitable service business models.

HT-758 Hospitality Operational Systems 3 Credits

Capstone opportunity to explore, compare and synthesize the practices, concepts and theories in global hospitality management systems. Evaluating and solving operational problems.

HT-770 Thesis in Hospitality and Tourism 1-6 Credits

Independent research under direction of investigation adviser. Selection of problems, development of outline, review of literature, compilation of bibliography, research methodology, conducting of research, interpretation of findings, and preparation of the final draft according to thesis standards. Student may enroll for variable credits in various semesters with a final total of six.

Equivalent to 245-789. **P:** EDUC-740.

INMGT Industrial Management

INMGT-500 Engineering Economy 2-3 Credits

Source and application of funds: cost control, valuation, depreciation, replacement theory and taxation. Equivalent to 150-500. **FSSu**

INMGT-501 Seminar 1 Credit

Title will reflect specific business or management content. Current topics in business and industrial management to meet specific needs of students enrolled. **R**

INMGT-505 Product and Inventory Control 3 Credits

Principles and techniques of minimizing cost of ordering, receiving, storing, issuing, scheduling, routing, dispatching, expediting, and controlling material, parts, subassemblies, and final assemblies of a manufacturing system.

Equivalent to 150-505. **FS**

INMGT-510 Production Processing 3 Credits

Production processes, especially product design as related to economic production; factors that influence choice and sequence of process to obtain end product. Equivalent to 150-510. **FS**

INMGT-514 Industrial Enterprise Practicum 3 Credits

Organization and operation of an industrial company; election, designing, production planning, production, marketing and distribution of a product.

Equivalent to 150-514.

INMGT-520 Quality Assurance 3 Credits

Practical and statistical quality control in design and use of quality assurance programs: quality engineering, manufacturing quality assurance and product quality assurance. Equivalent to 150-520. **FSSu**

INMGT-525 Quality Management 3 Credits

Provides the managerial and technical knowledge necessary to prepare, document, manage, and evaluate quality systems from beginning design through system operation and post-delivery customer services within a product or service environment. Equivalent to 150-525. **FSSu**

INMGT-526 International Quality Systems 1 Credit

Quality system and management requirements in the global, national and competitive marketplaces. Equivalent to 150-526. **W**

INMGT-530 Material Handling 3 Credits

Principles of material handling; handling function, its role in production activities and problems of handling materials in industrial settings.

Equivalent to 150-530. **FS**

INMGT-540 Time and Motion Study 1-3 Credits

Methods design and work measurement. Development of work methods by applying motion analysis, charting techniques, principles of motion economy, and work station design. Includes direct stopwatch methods, predetermined time systems, and standard data. Managerial implications for labor relations considered. Equivalent to 150-540. **FSSu**

INMGT-550 Facilities Planning 3 Credits

Study of facilities location, structure, and planning for efficient layout and material handling systems. Equivalent to 150-550. **FS**

INMGT-560 Benchmarking in Business and Industry 1 Credit

Theory, benefits and procedures of successful benchmarking, including the related legal and ethical issues. Equivalent to 150-560. **W**

INMGT-600 Organizational Leadership 3 Credits

Supervisor's role in attaining organizational objectives through human resources management; supervisory skills of communication, motivation, initiation of change, discipline, delegation and grievance handling developed on basis of organizational and individual behavior concepts.

Equivalent to 150-600. **FSSu**

INMGT-601 Management Consulting 2 Credits

The organization and analysis of major elements of the consulting profession in management: 1) subject matter expertise, 2) marketing, 3) organizational development, 4) business principles for consultants and 5) communication skills; synthesis of the interdependent relationship of the major elements in the consultation process. Equivalent to 150-601. **FS**

INMGT-605 Production and Inventory Control Practicum 2 Credits

Application of principles and techniques learned in INMGT-505 as part of professional semester/manufacturing laboratory.

Equivalent to 150-605. **P:** INMGT-505.

INMGT-615 Women and Minorities in Management 2 Credits

An examination of current status of women and minorities in management positions such as managerial styles of women and minorities, specific leadership techniques, and changing and leading organizations to minimize discrimination.

Equivalent to 150-615. **F**

INMGT-616 People Process Organization Cultures 2 Credits

A study of high performing people process culture organizations integrating sociology, applied psychology, and organization behavior subject matter areas.

P: INMGT-600 or PSYC-582. **FS**

INMGT-620 Quality Assurance — Practicum 4 Credits

Application of principles and techniques learned in INMGT-520, as part of professional semester/manufacturing laboratory.

Equivalent to 150-620. P: INMGT-520.

INMGT-630 Employee Involvements: Work Teams 2 Credits

Background and history of employee involvement, teams as a method of employee involvement, analysis of the advantages and disadvantages of different team structures and the planning processes used to implement team structures, analysis of situational variables used to help design the best team approach for an organization, the support systems needed to maintain teams, phases of team development, facilitation skills, and team problem-solving methods. Equivalent to 150-630. **Su**

INMGT-660 Industrial Management 2 Credits

Principles and methods of analyzing and solving industrial problems, application through case studies, management games and special problems.

Equivalent to 150-660. **Su**

INMGT-685 Production Management Practicum 2 Credits

Application of principles and techniques of analyzing and solving production management problems learned in prior course work to manufacturing project in manufacturing laboratory. Consent of instructor.

Equivalent to 150-680. **FS**

INMGT-700 Systems Analysis and Design 3 Credits

A survey of design approaches to industrial research. Application of appropriate research tools to analyze and design jobs, organization, operating systems and product/market studies. Equivalent to 150-700. **FS**

INMGT-710 Seminar in Industrial Operation 2 Credits

Discussion of current theory and practice of operation of engineering, marketing, manufacturing, financial administration and industrial relations aspects of industry. These integrated systems will be analyzed based upon the management of objectives concept. Equivalent to 150-710. **FS**

INMGT-720 Foundations in Industrial Operations 2 Credits

This course is designed to improve the student's competencies in all aspects of industrial technology. A major professor will be identified who will serve as a tutor in guiding the student's self-development program. There will be a culminating matriculation to candidacy examination to assure minimum proficiency standards. Equivalent to 150-720. **FSSu**

INMGT-730 Advanced Technical Problems — Industrial Management 2-6 Credits

Advanced study in industrial management, management control, product development or process and facility planning. Recent developments, advanced technical work, experimental work and technical reports. A specific problem area for study in this course must be identified by the student prior to registering for this course. Equivalent to 150-730.

INMGT-735 Problems in Management Technology 2-4 Credits

Identification, selection and completion of a problem in management technology culminating in a Plan B paper. Consent of instructor. Admission to M.S. in Management Technology program. Equivalent to 150-780, 150-790.

INMGT-740 Introduction to Decision Theory 3 Credits

Application of quantitative methodology to the solution of industrial problems. Equivalent to 150-740. **S**

INMGT-750 Organizational Development 3 Credits

Change agent skills for middle managers and external consultants to facilitate organizational health. Assessment, diagnosis, intervention, team building and coaching of key organization personnel. Emphasis on practical methods for the development of various types of organizations.

Equivalent to 150-750. P: INMGT-600. **Su**

INMGT-797 Field Experience 1 Credit Equivalent to 150-797.**LIT Literature****LIT-502 Topics in Literature 1 Credit**

Readings in popular American literature. A study of great books by respected American authors whose work is also popular. **R**

MEBE Marketing Education/Business Education**MEBE-555 Marketing and Business Education Seminar 2-3 Credits**

Designed to update marketing and business education students on issues and trends in vocational business and marketing education.

Equivalent to 196-555.

MEBE-611 Business Education Methods and Curriculum 5 Credits

Teaching methods and curriculum design for business educators. Emphasis on basic business subjects, business literacy and entry-level job preparation, issues and trends, microteaching, development of a competency-based basic business education curriculum unit. Equivalent to MEBE-555, 196-555, 196-611. **Su**

MEBE-701 Issues in Vocational Marketing Education 2 Credits

An in-depth study of contemporary issues confronting vocational distributive education. Possible solutions or alternatives will be proposed.

Equivalent to 196-701.

MEBE-702 Improving Marketing Education Methods/Materials 2 Credits

Identification and analysis of instructional needs, design of instructional alternatives; selection and development of instructional packages; and the evaluation and validation of the resulting products in terms of student learning.

Equivalent to 196-702.

MECH Engineering Mechanics**MECH-532 Mechanical Design 4 Credits**

Analysis and design of machine elements: gearing bearings, shafting and friction devices. Equivalent to 183-532. **S**

MECH-537 Mechanical Design Drafting 2 Credits

Design of a machine, specifications, layout, calculations, bills of material, detail and assembly drawings. Equivalent to 130-537, 183-537. **F**

MECH-592 Mechanics of Machinery I 3 Credits

Dynamics of machinery: rectilinear and curvilinear motion; translation and rotation of a rigid body; force-acceleration equation, impulse and momentum; work, power and energy; balancing and vibration.

Equivalent to 130-592, 183-592. **S**

MECH-593 Mechanics of Machinery II 3 Credits

Graphical analysis and synthesis of linkages, cams, gear trains, displacement, velocity, acceleration and dynamic forces. Equivalent to 130-593, 183-593. **F**

MEDIA Media Technology**MEDIA-535 Film — History and Appreciation 3 Credits**

Evolution of motion picture film as medium of mass communication and aesthetic expression; contributions of noted film producers.

Equivalent to 600-535, 120-535. **F**

MEDIA-560 Introduction to Media in Education and Training 2 Credits

Use of media in education and training. Includes the production of media and instructional materials in print, video, computer-bases and multimedia formats.

Equivalent to 120-560, 600-560. **FSSu**

MEDIA-570 Computer Assisted Interactive Video 3 Credits

Design, production and evaluation of interactive video applications. Analysis of various hardware and software systems. Consent of instructor.

Equivalent to 600-570, 120-570. **\$ Su**

MEDIA-600 Workshop 1-3 Credits

Special topics in media technology, providing hands-on or experiential learning activities. Specific content and title to reflect the topic of the workshop.

Equivalent to MEDIA-600. **R**

MEDIA-60S Advanced Photography 2 Credits

Advanced monochromatic photography: aesthetics, advanced theory, view-camera techniques, studio lighting, materials and equipment selection, sheet-film processing, specialized processes and techniques.

Equivalent to 600-605, 120-605. **P: MEDIA-304. \$ FSSu**

MEDIA-612 Nature Photography 2 Credits

Fundamentals of camera techniques composition, aesthetics, exposure and light in relationship to animals, plants, water, weather and landscapes. Special emphasis on proper photographic equipment and field techniques for nature photography. Camera required.

Equivalent to 600-612, 120-612. **P: MEDIA-304. \$ FSSu**

MEDIA-614 Slide Duplication and Copystand Techniques 1 Credit

Selection and use of equipment for copystand work and slide duplication; discussion of and practice with filters and multiple exposures.

Equivalent to 600-614, 120-614. **P: MEDIA-304. Su**

MEDIA-630 Audio/Film Production Fundamentals 3 Credits

A survey of audio and video production fundamentals applied to the process of instructional communication. Equivalent to 600-630, 120-630. **FSSu**

MEDIA-640 Telecommunication Systems and Teleconferencing 2 Credits

Interactive teleconferencing techniques. Applications, effective utilization and cost-effectiveness of information distribution systems, including telephone, television, teletext, videotext, viewdata, cable TV, slow-scan TV, and computers. Survey of transmission systems, including telephone lines, satellites, coaxial cable, microwave and fiber optics. Equivalent to 600-640, 120-640. **FSSu**

MEDIA-645 Color Photography 2 Credits

Aesthetics, color theory, film selection, lighting, copy techniques, slide duplication, reversal and negative color film processing, and color printing.

Equivalent to 600-645, 120-645. **\$ FSSu**

MEDIA-654 Small Format Video Production 1 Credit

Selection of small format video systems to meet varied production needs. Planning and shooting video programs using BETA or VHS camcorders or 8mm equipment. Participants must provide their own personal or institutional video equipment. Equivalent to 600-654, 120-654. **Su**

MEDIA-710 Learning Technologies 3 Credits

Overview and selection criteria of instructor-led, computer-based, and distance learning systems for delivering content to trainees in the workplace. Includes the development of training materials in a variety of formats. Consent of instructor. Computer literacy required.

Equivalent to 120-610. **P: MEDIA-560. FSSu**

MEDIA-716 Media Selection and Evaluation 3 Credits

Methods and procedures for identifying and using resources for selecting media materials and equipment for various instructional/training environments.

Equivalent to 120-716. **FSSu**

MEDIA-732 Planning Media Facilities 2 Credits

Planning physical facilities for media production and distribution centers, large group multimedia auditoria, small group instructional area; and mediated carrels. Consideration of technological and environmental factors. Emphasis on working relationships with architects.

Equivalent to 600-732, 120-732, 600-730. **P: MEDIA-560. \$ Su**

MEDIA-735 Problems in Media Technology 2 Credits

Identification, selection and completion of a problem in audiovisual communications, culminating in a Plan B paper.

Equivalent to 600-722, 120-722. **P: EDUC-740.**

MEDIA-765 Practicum: Instructional Development 1-3 Credits

Experience for the media technology student seeking employment in business and industry. Consent of instructor. Equivalent to 600-765, 120-765.

MEDIA-790 Seminar 1-3 Credits

Specific content is designed to upgrade the competencies and knowledge of the participants. Content for each offering will change to reflect the current state of the art in media technology. Equivalent to 120-790.

MFGE Manufacturing Engineering

MFGE-595 Seminar 1-2 Credits

Title will reflect specific manufacturing content. Designed to upgrade effectiveness of teachers or secondary school manufacturing content.

Equivalent to 181-595.

MFGE-690 Manufacturing System Design Problems 1-3 Credits

Manufacturing system design through the application of previously learned principles and techniques. Issues to be addressed include product design for manufacturability, process and tooling design and fabrication, system layout and equipment configuration, information and control architecture, implementation of quick-changeover strategies, task sequencing and scheduling, and simulation and evaluation of alternatives. Equivalent to 181-690.

MFGT Manufacturing Technology

MFGT-503 Computer Aided Manufacturing 3 Credits

Justification for and application of computer assistance in manufacturing process; machine process control, inventory and materials handling, robotics and automated assembly, product design and part grouping in relation to total manufacturing operation. Equivalent to 170-504, 181-504. **FS**

MFGT-505 Robotics 2 Credits

Capabilities of and justification for industrial robots; lab work with robots and simulators in processing, assembly and materials handling.

Equivalent to 170-505, 181-505. **FS**

MFGT-508 Industrial Metrology 3 Credits

Measurement of heat, moisture, speed, fluid flow, material properties, and angular and linear dimensions for parts production and process control. Theory and application with major emphasis on dimensional metrology. Introduction to statistical process control and nondestructive testing.

Equivalent to 170-508, 181-508. **FSSu**

MFGT-510 Manufacturing Systems 3 Credits

Dedicated, flexible and standard manufacturing systems. Selection and application of standard production components and tooling to produce and evaluate a given product. Emphasis on integrated inspection, part transfer, production and robot application. Equivalent to 170-510, 181-510.

MFGT-515 Metallurgy 3 Credits

Properties of crystalline solids, production of iron and steel, the carbon-iron equilibrium diagram, principles of heat treatment, properties of ferrous alloys. Production, properties, and theory of the most important nonferrous metals and alloys. Equivalent to 170-515, 181-515. **FS**

MFGT-537 Numerical Control in Manufacturing 1-3 Credits

Investigation and justification of numerical control of machine tools, types of control units and systems, feedback systems, manuscript writing and manual programming, tape punching and machine set up, fixture design and tool setting; working knowledge of basic machining processes recommended.

Equivalent to 170-537, 181-537. **FS**

MFGT-545 Design and Simulation of Manufacturing Cells 3 Credits

Applied manufacturing system design and evaluation. Group technology approach. Computer assisted coding and classification. Development of part families. Efficient design of manufacturing cells. Evaluation of manufacturing system designs using simulation and other techniques. Basic statistics and computer programming abilities desirable. Equivalent to 170-540, 181-540. **FS**

MFGT-600 Workshop 1-3 Credits

Special topics in manufacturing, providing hands-on or experiential learning activities. Specific content and title to reflect the topic of the workshop.

Equivalent to 181-600. **R**

MFGT-713 Wood Properties I: Structure and Characteristics 3 Credits

A study of the structure, characteristics and physical properties of wood and wood fiber as industrial materials. Testing of physical properties: static bending, impact, compression, shear, tension and hardness; moisture content, specific gravity, dimensional change and micro-macro photography.

Equivalent to 170-713, 181-713. **F**

MFGT-735 Problems in Industry and Technology 2-6 Credits

Substantive study and activity for specialists in the industry and technology field to include library work, field observation, laboratory work planned by the student and approved and supervised by a faculty consultant. Preparation of a technical report may be repeated for a maximum of six semester credits.

Equivalent to 181-798. **P: TECED-739.**

MSCS Mathematics, Statistics and Computer Science

M5CS-590 Topics 1-3 Credits

Topics of current importance in applications of mathematics to problems in business, industry, government or society. May be repeated for additional credit with Consent of program director. Equivalent to 354-590. **R**

PKG Packaging

PKG-690 Packaging Development 3 Credits

Applications of packaging functions: developing a product's complete packaging system, from final production of product to consumer.

Equivalent to 170-580, 181-580. **FS**

PKG-695 Packaging Seminar 2 Credits

Current packaging problems or developments subject based on students' interests and current issues. Equivalent to 170-585, 181-585.

POLS Political Science

POLS-515 Public Policy Analysis 3 Credits

Analysis of origins of public policy and policy-making process. Specific case studies of public policy. Equivalent to 375-510. **FS**

POWER Power

POWER-595 Seminar 1-2 Credits

Specific content is designed to upgrade competencies of participants. Content will change to reflect current state of the art in electricity/electronics or power mechanics. Equivalent to 185-595. **R**

POWER-798 Problems in Power 2-6 Credits

Substantive study and activity for specialists in the power field to include library work, field observation, laboratory work planned by the student and approved and supervised by a faculty consultant in power technology. Preparation of a technical report may be repeated for a maximum of six semester credits.

Equivalent to 185-798.

PSYC Psychology**PSYC-S20 Psychology: Its History and Systems 3 Credits**

History of psychology and influence of early competing schools of thought: structuralism, functionalism, behaviorism, Gestalt psychology and psychodynamic psychology. Evolution to present as a diverse behavioral science with emphasis on neobehaviorism, humanistic psychology and cognitive psychology. Equivalent to 479-520. **FSSu**

PSYC-S30 Psychology of Learning 3 Credits

A course designed to acquaint the student with the principles of learning drawn from experimental and theoretical psychology. These principles are demonstrated as they apply to animal and human learning. Modern viewpoints toward theories of learning are emphasized. Equivalent to 479-530. **FS**

PSYC-S3S Motivation and Emotion 3 Credits

An experimentally oriented introduction to the fundamental principles of motivation and emotion. Equivalent to 479-535. **FS**

PSYC-S40 Psychology of Individual and Group Differences 3 Credits

Nature and extent of differences if individuals and groups are studied. Intelligence, achievement, aptitudes, interests, attitudes and general personality are the major differences included. Race, sex, nationality, social class and age in relation to individual differences are studied. Equivalent to 479-540. **FS**

PSYC-SS1 Children's Social Reasoning 3 Credits

Focused, in-depth study of social reasoning from birth through late childhood. Empathy, friendship, altruism, multicultural perceptions, shyness, assertiveness, aggression, loneliness, morality, values and global responsibility. Heredity/environment-based theories. Assessment tools and prevention and intervention programs. Equivalent to 479-551. **FS**

PSYC-SS2 Adolescent Psychology 3 Credits

The physical, emotional, social, moral and intellectual development of secondary school youth. Equivalent to 479-552. **FSSu**

PSYC-S61 Abnormal Psychology 3 Credits

A study of more serious mental disturbances. Emphasis on the growing importance of mental disorders and on their early detection and referral is studied. Equivalent to 479-561. **FSSu**

PSYC-S70 Interpersonal Effectiveness Training 2 Credits

Training in effective interpersonal communication attitudes and skills for creating healthy relationships including self-awareness/self-expression, understanding others' communication, assertive rights/responsibilities, dealing with difficult emotions, conflict management/resolution and mediation, collaborative problem solving and teamwork, and gender differences in communication style. Equivalent to 479-570. **FSSu**

PSYC-S71 Introduction to Health Psychology 3 Credits

Principles of psychology applied to the promotion of health and wellness, prevention of disease, injury and premature death, psychological treatment of illness, improvement of health care, and formation of health policies.

Equivalent to 479-571. **FS**

PSYC-S74 Psychology of Women 2 Credits

The myths and stereotypes of early psychoanalytic view of women, critical issues and events of female experience, from prenatal through adulthood, meaning of sexuality, contemporary life styles, and the meaning of aging.

Equivalent to 479-574. **FS**

PSYC-S7S The Psychology of Marriage and the Family 2 Credits

A study of the interpersonal relations involved in dating, mating and family collaboration with growing awareness of patterns for self-integration.

Equivalent to 413-571, 479-575. **FS**

PSYC-S77 Consumer Psychology 3 Credits

Psychological principles and theories from the areas of motivation, perception, learning, attitude, information processing, personality, groups, organizational psychology, and environmental psychology are applied to the understanding of consumer behavior, consumer problems, and their solution.

Equivalent to 479-577. **FS**

PSYC-S79 Public Relations 2 Credits

Introduction to public relations in industry and education including community relations, employee relations, customer relations, media relations, tools of public relations, two-way communications and special publics.

Equivalent to 479-579. **FSSu**

PSYC-S81 Industrial Psychology 2 Credits

A survey of the application of psychological principles of man's vocational pursuit. Emphasis is on individual differences and group behaviors which are involved in personnel selection, human factors engineering, industrial safety, motivation, personnel training, and consumer behavior. Course material is based primarily upon the latest behavioral science research in the field of industrial psychology. Equivalent to 479-581. **FS**

PSYC-S82 Human Resource Management 3 Credits

Organization and coordination of personnel practices and methods. Consideration given to communication, employment, orientation and training, working conditions, supervision, performance evaluation, collective bargaining, salary administration, health and recreation. Equivalent to 479-582. **FSSu**

PSYC-601 Workshop: Special Topics in Psychology 1-3 Credits

Current specialized topics studied in a small group setting utilizing experimental activities. Equivalent to 479-601. **R**

PSYC-603 Management of Employee Reward Systems 3 Credits

Review of issues in the reward and compensation of employees and of systematic methods for the determination of employee wages, incentives and benefits. Psychological theories of motivation, external equity, job analysis, identifying compensable factors used in job evaluation, comparable worth and performance appraisal, individual salary determination.

Equivalent to 479-603. **F**

PSYC-632 Perception 3 Credits

This course serves as an introduction to human perception. The content of the course is structured around an information processing model, with the sensory and memory facilities considered as information systems. The student will analyze perceptual research, become familiar with classical and modern psychophysical techniques, and conduct experimentation in human information processing. Equivalent to 479-632. **F**

PSYC-642 Cognitive Processes 3 Credits

Cognitive theories of attention, memory, language, reasoning and problem solving with applications to fields of education, vocational rehabilitation, gerontology, forensic, clinical and counseling psychology. **FS**

PSYC-655 Myers-Briggs Type Indicator 3 Credits

Principles of Carl Jung's theory of psychological type are explored with the Myers-Briggs Type Indicator (MBTI). Applications in personal, interpersonal and organizational development; teaching/training and learning styles; collaborative problem solving; conflict; stress and time management. Equivalent to 479-655.

PSYC-666 Alcoholism and Family Systems Intervention 2 Credits

The role of alcoholism in the family and how to intervene therapeutically. Equivalent to 479-666, 413-666. **SSu**

PSYC-673 Psychology of Stress 2 Credits

Nature of stress and stress-related diseases, stress in daily life, techniques for managing stress, and plans for reducing stress in personal and professional life. Equivalent to 479-673. **FSSu**

PSYC-675 Right Brain 2 Credits

The two hemispheres of the human brain. Exploration and experience in right hemisphere modes of consciousness, through techniques such as meditation, hypnosis, drawing, guided imagery and dreaming. Equivalent to 479-675. **SSu**

PSYC-679 Advanced Public Relations 2 Credits

Practice in planning and directing specific public relations programs, using the case problem approach. Equivalent to 479-679, 479-779. **FS**

PSYC-685 Recruitment and Selection of Human Resources 3 Credits

In-depth examination of the processes involved in the design and implementation of procedures for selecting employees; the impact these procedures have on the organization; and recruitment, job analysis, testing methods, legal issues, selection strategies, career development. Equivalent to 479-685. **FS**

PSYC-690 Psychological Measurement 3 Credits

An introduction to the assumptions, models and applications of measurement techniques in behavioral science. Test analysis, item analysis, reliability and validity are extensively covered. The course also introduces the student to prediction and measurement of attitudes and opinions.

Equivalent to 479-690. **FS**

PSYC-693 Field Practicum in Public Relations 1-3 Credits

Opportunity to apply public relations principles in a practical setting. All course work for the public relations specialization must be completed prior to the practicum that serves as a capstone for the specialization. Both setting and job description must be approved by the faculty supervisor.

Equivalent to 479-693. **R**

PSYC-701 Seminar on Diversity in the Workplace 1 Credit

Application of problem solving skills and strategies to issues regarding diversity in the context of applied psychology. Equivalent to 479-701. **S**

PSYC-702 Ethics in Applied Psychology 1 Credit

Ethical principles and codes of conduct for psychologists, with application to work settings encountered by applied psychologists. Consideration to ethical codes of conduct in various professions, and the role of culture, personality and social factors, and major life events in conceptualizing ethical standards.

Equivalent to 479-702. **FSSu**

PSYC-707 Applied Social Psychology 3 Credits

Principles and methods derived from social psychology applied to problems and issues in a variety of settings. Equivalent to 479-707. **FSSu**

PSYC-708 Psychosocial Intervention 3 Credits

Theories and methods of planned change. Training of effective change agents. Equivalent to 479-708. **S**

PSYC-710 Applied Psychology Seminar 3 Credits

Current issues in applied psychology as they interrelate with content and skills in the areas of I/O psychology, program evaluation, and health psychology. Independent or group research involving problem identification, review of literature, compilation of bibliography, plan of methods, conduct of research, interpretation of findings, and preparation of the final paper according to American Psychological Association standards and presentation of report. Equivalent to 479-710. **F**

PSYC-730 Advanced Psychology of Learning 2 Credits

The theories and principles of learning are studied, with emphasis upon totalistic models of classroom learning. Equivalent to 479-730. **FSSu**

PSYC-744 Psychometric Aids to Marriage and Family Therapy 2 Credits

Instruction and practice in the administration and interpretation of tests appropriate for this area. Practice in treatment application of test results.

Equivalent to 479-744, 413-744. **P: SPSY-753. F**

PSYC-750 Principles of Program Evaluation I 3 Credits

Examination of program evaluation processes with an emphasis on quantitative research methods. Examines the historical, ethical and political nature of program evaluation. Skill development in evaluability assessments, evaluation design, data collection and analysis, contracting, ethics and communication of evaluation findings. **P: PSYC-790. F**

PSYC-760 Personality 2 Credits

The nature of personality and the conditions which make for its wholesome development, its maintenance, and integration is studied. Personality inventories used for self-analysis are also studied. Equivalent to 479-760. **FSSu**

PSYC-763 Marriage and Family Therapy Prepracticum Seminar 1 Credit

An introduction to the clinical practice of marital and family therapy in a state certified outpatient mental health, alcohol and other drug abuse clinic. Preparation for delivery of clinical services to couples and families and clinic management. Admission to M.S. in Marriage and Family Therapy program.

Equivalent to 479-763, 413-763. **FS**

PSYC-770 Psychology of the Adult Learner 2 Credits

Application of contemporary perspectives in adult psychology to adult learners, primarily in employment settings. Specific strategies for trainers of adult learners, with consideration of gender, cultural and racial factors. Group and individual differences, organizational dynamics, motivational factors, and disabilities are addressed. Equivalent to 479-770. **F**

PSYC-771 Advanced Health Psychology 3 Credits

Theoretical and applied issues related to the psychology of health, focused around five broad areas: the biological, social, psychological basis of health and disease, health policy, and health assessment and intervention. An ecological perspective will be provided for an integrative understanding of health and disease from a multidimensional standpoint. Equivalent to 479-771. **F**

PSYC-781 Advanced Industrial Psychology 3 Credits

Topics of research and applications in industrial/organizational psychology ranging from issues of personnel selection and assessment to more macro issues of organizational design and behavior. Applications of social and differential psychology in industry consistent with recent behavioral science research and applications. Consent of instructor. Equivalent to 479-781. **FS**

PSYC-790 Applied Research Design in Psychology 3 Credits

Intermediate-level assessment of research designs to solve applied problems in psychology. Critical analysis of the problem, development of a conceptual framework, negotiation of research purposes, selection of designs and data analysis methods. Includes computer applications, hypothesis testing and interpretation. Consent of instructor. Equivalent to 479-790. **FSSu**

PSYC-791 Research for Decision Making 3 Credits

Collection, processing, analysis, interpretation, presentation and dissemination of applied research for making organizational decisions. Equivalent to 479-791. **S**

PSYC-793 Marriage and Family Therapy Practicum 4 Credits

Preparation for professional marriage and family counseling services through seminar discussions, observation and supervised counseling experience. Consent of instructor. Admission to M.S. in Marriage and Family Therapy program. Equivalent to 479-793, 413-793. **P:** HDFL-793. **C:** HDFL-793, HDFL-794, PSYC-794. **F**

PSYC-794 Marriage and Family Therapy Practicum 4 Credits

Sequel to PSYC-793. Continuing preparation for professional marriage and family counseling services through seminar discussions, observation and supervised counseling. Equivalent to 479-794, 413-794. **P:** PSYC-793, HDFL-793, HDFL-794. **C:** HDFL-793, HDFL-794, PSYC-793. **S**

PSYC-795 Marriage and Family Therapy Practicum 1-3 Credits

The study and application of family theory in a clinical setting. Consent of instructor. Admission to M.S. in Marriage and Family Therapy program. Equivalent to 479-795, 413-795. **FSSu**

PSYC-810 Applied Psychology Seminar 3 Credits

A forum integrating previous core course work, training within a chosen concentration and experiential opportunities. Involves critical analysis of social/organization problems, presentation of topical information, and development of professional resources. Equivalent to 479-810. **P:** PSYC-701, PSYC-702, PSYC-707, PSYC-708, PSYC-790, PSYC-791. **FSSu**

PSYC-835 Applied Psychology Field Problem 2-4 Credits

The investigation of a problem designed to include the planning, implementation and the evaluation of a feasible solution in an applied setting. Repeatable up to four credits. Advanced standing in the M.S. in Applied Psychology program. Equivalent to 479-895. **R**

PSYC-850 Psychology of Development 3 Credits

Investigation of individual man, his natures, and development with primary emphasis on the self and implications for education. Study aimed at analysis, synthesis and evaluation levels through seminar approach.

Equivalent to 479-850. **FS**

PSYC-890 Applied Psychology Internship 1-5 Credits

Supervised field experience in an applied psychology role involving the practice and integration of professional skills and knowledge developed in other courses. Repeatable up to five credits. Consent of program director. Advanced standing in the M.S. in Applied Psychology program.

Equivalent to 479-890. **R**

RC Risk Control**RC-501 Seminar 1-2 Credits**

Title will reflect specific content. Current topics meet specific needs of students enrolled. **R**

RC-571 Alcohol, Drugs and Accident Prevention 3 Credits

Impact of alcohol and drug use on accident prevention programs; current efforts to rehabilitate alcohol and drug abusers. Equivalent to 140-574.

RC-572 Behavior Approach to Accident Prevention 3 Credits

Behavioral aspects of accident prevention from physiological, psychological, sociological and cultural perspectives; identifying, understanding and modifying attitudes and behavior. Equivalent to 140-575.

RC-S81 Occupational Safety/Loss Control 2-3 Credits

Overview of occupational accident prevention programs; techniques of measurement, cost of accidents, locating and identifying accident sources, and problems of selecting corrective action. Equivalent to 140-581. **FSSu**

RC-583 Voluntary OSHA Compliance 2-3 Credits

Implications of Federal Occupational Safety and Health Act of 1970 on industrial operations, systematic self-inspection and compliance procedures. Equivalent to 140-583. **FSu**

RC-S86 Fire Protection 3 Credits

Behavior of fire: chemistry, protection, prevention and control. Equivalent to 140-586. **S**

RC-587 Human Factors Engineering/Ergonomics 3 Credits

Physiological and psychological abilities in human/machine interface, working performance, reliability, comfort and safety; effective design of people and work environment as a cybernetic system. Equivalent to 140-587. **F**

RC-588 Construction Safety 2 Credits

Analysis of hazards, control procedures and systems related to typical construction equipment, tools and materials safety problems.

Equivalent to 140-588. **FS**

RC-589 Fleet Risk Control Management 3 Credits

Overview of logistically oriented management systems required to control risk in fleet operations including internal standards development/analysis, emergency response, accident analysis, loss benchmarking, driver selection and training, vehicle operation, substance abuse testing, hours of service, vehicle maintenance/inspection, route planning, cargo/personnel security, hazardous materials transportation, and regulatory controls.

Equivalent to 140-589. **P: RC-581. S**

RC-590 Product/Service Liability 2 Credits

An analysis of product liability losses, laws and controls.

Equivalent to 140-590. **S**

RC-592 Construction Risk Management 3 Credits

Analysis and application of fundamental process steps for construction job site risk management. Equivalent to 140-592.

RC-700 Semiconductor Risk Control 1 Credit

Risk control safety, health, environmental aspects of the semiconductor industry, hazard identification, reduction and control.

Equivalent to 140-700. **S**

RC-734 Safety Engineering Standards 2 Credits

Analysis of legal and voluntary industrial workplace standards and regulations.

Equivalent to 140-584. **F**

RC-735 Field Problem in Risk Control 3 Credits

An operational experience which requires identification of a technical and/or administrative problem in an occupational setting. The problem is researched, analyzed for alternative operational countermeasures, and field tested to determine the effectiveness of the solutions. Equivalent to 140-783. **FSSu**

RC-781 Risk Management in Loss Control 3 Credits

An in-depth view of workers compensation, liability general products and property insurance, with respect to their safety and health loss control.

Equivalent to 140-781. **F**

RC-782 Risk Control Management 3 Credits

An in-depth study and application of current administrative, organizational, and supervisory practices, which are specifically and uniquely related to managing industrial or occupational loss prevention and reduction systems.

Equivalent to 140-782. **S**

RC-784 Internship — Risk Control 2-4 Credits

Full-time, supervised work and learning experience in an appropriate professional setting. Equivalent to 140-784. **FSSu**

RC-785 Seminar in Risk Control 2 Credits

Current topics, trends and methods in risk control are examined, discussed and evaluated. Extensive industrial facility visits are conducted and analyzed.

Equivalent to 140-785. **S**

RC-787 Ergonomics Instrumentation Practicum 2 Credits

Comprehensive study of instrumentation-based work analysis techniques. Quantitative assessment of physiological and environmental workplace stressors and means of controlling such factors are examined with regard to force/exertion, posture, repetition and speed. Equivalent to 140-787. **P: RC-587. FS**

RD Design, Research and Development**RD-S20 Prototype Development and Model Making 3 Credits**

Introduction to model making and prototype development/construction. Competencies are developed in converting design, research and development and other creative ideas into three-dimensional objects using traditional and nontraditional machining and forming techniques. Three-dimensional design problems form the core of this course.

Equivalent to 170-520, 130-532, 183-520. **S**

RD-620 Research and Development 2 Credits

Research and development procedures applied to specific industrial material and processing problems. Equivalent to 170-620, 183-620. **FS**

RD-621 Research and Development Laboratory 1 Credit

This lab is taken in conjunction with RD-620 to allow students in technical majors to fulfill the requirements of the major research and design project.

Equivalent to 170-621, 183-621. **P: RD-620. FS**

REHAB Vocational Rehabilitation**REHAB-500 Special Topics in Rehabilitation 1-2 Credits**

Special topics not available through regular courses. Consent of instructor. Equivalent to 459-500. **R**

REHAB-S00A Applied Biofeedback in Rehabilitation 1 Credit

Equivalent to 459-500A. **Su**

REHAB-S00B Juvenile Use/Abuse

of Alcohol and Other Drugs 2 Credits Equivalent to 459-500B. **Su**

REHAB-500G Grantsmanship in the Helping Professions 1 Credit

Equivalent to 459-500G. **Su**

REHAB-S00M Psychophysiological Approaches to Chronic Muscle Problems in Community-Based Rehabilitation Services 1 Credit

To enable individuals to develop skills in several psychological and somatic treatments for problems of chronic muscle tension in athletic settings.

Equivalent to 459-500M. **\$**

REHAB-500N Community-Based Rehabilitation Services 1 Credit

An examination of national priorities for community-based services designed to enhance competitive employment options for severely disabled persons. Equivalent to 459-500N.

REHAB-505 Sign Language I 3 Credits

Basic course in manual communication with persons who are deaf. Intensive practice in expressive and receptive communication. Equivalent to 459-505. **F**

REHAB-506 Sign Language II 3 Credits

Intermediate course in manual communication with persons who are deaf. American sign language and increasing sign vocabulary and communication speed. Equivalent to 459-506. **P: REHAB-505. S**

REHAB-509 Introduction to Biofeedback 3 Credits

Theory and applications of biofeedback in psychology, rehabilitation, medicine and education; in-depth review of the field; appropriate uses of biofeedback as a referral possibility; preparation for supervised clinical biofeedback experience. Equivalent to 459-509. **S**

REHAB-520 Rehabilitation and Chemical Dependency 3 Credits

Chemical use and abuse with emphasis on the rehabilitation of persons who are chemically dependent and the historical and sociological implications of drug usage. Equivalent to 459-520. **F**

REHAB-521 Rehabilitation of Public Offenders 3 Credits

Emphasis on programs designed to rehabilitate persons who are public offenders and sociological issues connected with the judicial system. Equivalent to 459-525. **S**

REHAB-550 Independent Living 2 Credits

An overview of independent living programs in this country including evolution, goals, methods of service delivery, and management of the independent living program. Equivalent to 459-550. **S**

REHAB-555 Rehabilitation of the Older Disabled Worker 2 Credits

Develop awareness and understanding of older disabled workers with a focus on implementing rehabilitation planning that enables continued participation in the work force or reinsertion into it following disability. Equivalent to 459-555.

REHAB-560 Assistive Technology 2 Credits

Provision of technology to enhance the lives of persons with disabilities. Delivery system, legislation and issues related to funding are examined. Specific applications in communication, computers, mobility, and workstations and other technologies are reviewed. Equivalent to 459-560. **FS**

REHAB-565 Laboratory in Rehabilitation Technology 2 Credits

Experience utilizing technological aids/devices developed for persons with disabilities. Modify/adapt equipment to meet specific functional requirements. Construct switch/control mechanisms for equipment. Develop prototype solutions to vocational and independent living problems. Equivalent to 459-565. **P: REHAB-360. S**

REHAB-602 Rehabilitation Program Operations 3 Credits

Principles and practices in the operation of community rehabilitation programs. Emphasis on knowledge of laws, programs, organizational structures, accreditation standards, consumer services, physical plant management, budgeting practices, and strategies for program evaluations. Equivalent to 459-602. **S**

REHAB-620 Psychological Testing — People With Exceptional Needs 2-3 Credits

Use of common psychometric tests with specific emphasis on selection, evaluation, administration, scoring, and interpretation of standardized tests for individuals who are disabled, including those from various ethnic and cultural groups. Equivalent to 459-610. **FSSu**

REHAB-658 Rehabilitation Support System Networking 2 Credits

Services, eligibility and appeals process of agencies and community organizations that create formal support systems for persons with special needs; the role of interagency collaboration, informal networks and coalitions that create advocacy channels. Equivalent to 459-558.

REHAB-660 Rehabilitation in the Private Sector 3 Credits

Case coordination to support maximum medical recovery and/or vocational rehabilitation of an injured person involved in insurance funded cases. Differences between public and private rehabilitation processes. Interviewing, planning, assessing transferable skills, placing in suitable work, and communicating with other involved individuals. Business practices, professional roles, and ethical issues. Equivalent to 459-601. **F**

REHAB-661 Forensics for the Rehabilitation Professional 2 Credits

Orientation to terminology and practices associated with private sector rehabilitation. Materials specific to working with insurance/ litigation cases. Equivalent to 459-661. **P: REHAB-660. S**

REHAB-662 Management of Employees With Disabilities 3 Credits

Orientation to workers with disabilities in business and industry. Focus is upon the elimination of attitudinal and environmental barriers as they pertain to hiring, productivity, and retention of workers with disabilities. Governmental requirements, linkage between business and rehabilitation community resources, and staff development are emphasized. Equivalent to 459-587. **S**

REHAB-670 Work Adjustment Services 2-3 Credits

Principles and procedures of adjustment services. Emphasis upon the change and improvement of behavior. Supervised practical experience in interviewing, behavior observation, individual work adjustment planning, lesson plan development and report writing. Equivalent to 459-670. **FSu**

REHAB-681 Application of Theories in Rehabilitation Counseling 3 Credits

Major theories and techniques used in rehabilitation counseling. Development of skills in the use of basic counseling techniques with individuals who are disabled and including those from various ethnic and cultural groups. Equivalent to 459-680. **FSSu**

REHAB-682 Sexuality and Disability 2 Credits

Investigate sexuality as an integral part of the disability experience. Explore programs, techniques and personal biases in relation to sexuality of persons with disabilities. Equivalent to 459-682.

REHAB-700 Seminar — Vocational Rehabilitation 1-2 Credits

A seminar course devoted to the field of vocational rehabilitation and subject materials pertinent to the field. Equivalent to 459-700. **S**

REHAB-701 Foundations of Rehabilitation 3 Credits

Foundations of rehabilitation including its philosophical foundation, historical development, organization; professional roles, responsibilities and practices; and future trends. Equivalent to 459-701. **F**

REHAB-705 Practicum in**Rehabilitation Facility Administration 3 Credits**

Practical experience in administration within a rehabilitation facility. Examples of experience will include fiscal and personnel management, contract procurement and production management, staff development, contract negotiations. Consent of instructor. Equivalent to 459-705.

REHAB-707 Practicum in Vocational Evaluation 4 Credits

A supervised experience that integrates vocational evaluation course material. The student will plan, conduct and communicate findings of comprehensive vocational evaluations with consumers who are disabled.

Equivalent to 459-707. **P:** REHAB-620, REHAB-717, REHAB-723, REHAB-724; minimum grade B for all.

REHAB-708 Practicum in Rehabilitation Counseling 3 Credits

150 hours of supervised clinical experience in a rehabilitation setting. The student will perform entry-level duties of a rehabilitation counselor.

Equivalent to 459-708. **P:** REHAB-681; minimum grade B.

REHAB-713 Aspects of Disability: Physical Disabilities 3 Credits

Study of major physical disabilities including medical aspects and the psychosocial and vocational implications. Will cover the existence, onset, severity, progression and expected duration of disabilities.

Equivalent to 459-703, 459-713. **F**

REHAB-714 Aspects of Disability: Cognitive 3 Credits

Major cognitive and psychiatric disabilities and their medical, psychosocial, and vocational implications. Incidence, onset, severity, progression, and expected duration (*mental retardation, learning disability, mental illness, brain injury and disease*). Equivalent to 459-714. **S**

REHAB-717 Occupational Analysis and Job Placement 3 Credits

Application of occupational analysis, career information and placement concepts to the practice of job placement of persons with a disability. Includes job development/search techniques and the nature and critical impacting factors of the placement process. Equivalent to 459-717. **F**

REHAB-723 Procedures of Vocational Evaluation 3 Credits

Basic philosophies, practices and processes of vocational evaluation applied to individuals with disabilities. Knowledge of specific assessment tools/instruments and application of clinical skills needed to analyze relevant information for program and career planning, identify significant behaviors, interpret findings to others and communicate assessment result.

Equivalent to 459-723. **S**

REHAB-724 Laboratory in Vocational Evaluation 3 Credits

Application of the procedures and utilization of the tools of vocational evaluation including interviews, individual evaluation plans, standardized tests, vocational counseling, work samples, situational assessments, work-related behavioral observations. Interpret and communicate findings in a comprehensive vocational evaluation report.

Equivalent to 459-724. **P:** REHAB-723. **C:** REHAB-723. **S**

REHAB-735 Problems in Vocational Rehabilitation 2 Credits

Identification, selection and completion of a problem in vocational rehabilitation. The problem project will culminate in a Plan B paper. Intervention focusing on the family as the consumer of rehabilitation services.

Equivalent to 459-755. **P:** EOU-740. **F**

REHAB-737 Rehabilitation and Psychiatric Disability 2 Credits

Investigate vocational rehabilitation approaches to persons with psychiatric disabilities. Review of personality development and theory. Emphasis on understanding psychiatric disabilities and the process of vocational reorientation.

Equivalent to 459-737.

REHAB-764 Case Coordination 3 Credits

Concepts and philosophy of the case coordination in rehabilitation applied to various employment settings. Integration of consumer case study data, identification of service need, and plan development.

Equivalent to 459-764. **P:** REHAB-713, REHAB-714. **F**

REHAB-770 Thesis — Vocational Rehabilitation 2-6 Credits

Independent research under direction of investigation adviser. Selection of problems, development of outline, review of literature, compilation of bibliography, plan of method of attack, conduct of research, interpretation of findings, and preparation of the final paper according to thesis standards. Student may enroll for two, four or six semester hours of credit in various terms with a final total of six. Consent of program director. Equivalent to 459-770. **P:** EOU-740. **R**

REHAB-780 Administration in Vocational Rehabilitation 2 Credits

A lecture course covering the administrative aspects and methods involved in establishing and supervising a vocational evaluation unit or a total rehabilitation facility. Admission to the M.S. in Vocational Rehabilitation program.

Equivalent to 459-780.

REHAB-783 Internship in Vocational Evaluation 6 Credits

A culminating practical experience using the tools and techniques of vocational evaluation to perform tasks of interviewing, planning, counseling, administering assessment tasks, observing, and reporting. Master's degree candidate.

Equivalent to 459-783. **P:** REHAB-707; minimum grade B.

REHAB-785 Internship in Rehabilitation Administration 6 Credits

A culminating practical experience in the application of rehabilitation administrative concepts and principles. Tasks in fiscal, personnel, program development, fund raising, production, marketing, and contract procurement. Master's degree candidate. Equivalent to 459-785. **P:** REHAB-705; minimum grade B.

FSSu

REHAB-787 Internship in Rehabilitation Counseling 6 Credits

Culminating practical experience in rehabilitation counseling performing tasks from intake to discharge and/or placement. Application of history, philosophy, and structure of rehabilitation delivery systems; counseling to individuals, groups, and/or families; vocational and career development; assessment, planning and case management; and job development, placement, and retention. Master's degree candidate. Equivalent to 459-787. **P:** COUN-788 or REHAB-708; minimum grade B. **R FSSu**

REHAB-798 Field Experience in Rehabilitation 1-2 Credits

Off-campus work and study in an approved position to better understand the challenges and potentials of various rehabilitation type careers.

Equivalent to 459-798. **R**

SCOUN School Counseling**SCOUN-501 Introduction to Guidance 2 Credits**

Policies and practices of organized guidance programs in educational settings; historical, philosophical and cultural bases for guidance services; guidance techniques for teachers; cooperative efforts of teachers, parents and counselors. Equivalent to 413-501. **FSSu**

SCOUN-600 Workshop:**Counseling/Psychological Services 1-3 Credits**

Current specialized topic studied through experiential activities.

Equivalent to 413-600. **R**

SCOUN-647 Behavior Problems of Children 2 Credits

Psychological, social and environmental factors contributing to developing child's behavior; cause and treatment of behavioral disorders in children three through 12; methods of observing, diagnosing, documenting and interpreting; underlying behavioral dynamics of problem children. Consent of instructor. Equivalent to 413-647. **SSu**

SCOUN-700 Seminar in**Counseling and Psychological Services 1-3 Credits**

Special topics on current developments in the field. Each seminar is devoted to a specific development to be indicated with a subtitle and description. Consent of instructor. Equivalent to 413-700. **R Su**

SCOUN-705 Play Therapy 2 Credits

A survey and study of play therapeutic techniques. Observation and supervised experiences. Equivalent to 413-705. **P:** PSYC-760, COUN-675 (or concurrent enrollment). **FSSu**

SCOUN-733 Career Development Theories, Issues and Information 3 Credits

Career development concepts, theories and related social issues. Career guidance programming designs, career information systems and career assessment techniques. Equivalent to 413-733, 413-733A. **P:** COUN-675. **FSu**

SCOUN-733A Career Information Laboratory 1 Credit

Laboratory experience with print and nonprint occupational, educational and personal information; assessment instruments; and instrument and program evaluation techniques. Equivalent to 413-733A. **P:** SCOUN-733 or concurrent enrollment. **FSu**

SCOUN-735 Problems in Counseling and Psychological Services 2 Credits

Plan B investigations are the primary purpose of this course. Students who are ready to write their Plan B paper should register for this course and then confer with the major adviser to select a staff member who will serve as an investigation adviser. Meetings with the adviser are by arrangement only.

Equivalent to 413-731.

SCOUN-738 Guidance in the Elementary School 2 Credits

Nature and conditions of guidance in elementary schools; curricular and non-curricular guidance techniques, referrals, parent counseling; guidance principles and practices applied to elementary school child.

Equivalent to 413-738. **P:** COUN-675. **SSu**

SCOUN-760 Theories and**Techniques of Behavior Modification 2 Credits**

Theoretical and empirical bases for utilizing behavior modification procedures in schools, clinics and other institutions. Emphasizes role of behavioral consultant. Equivalent to 413-760. **P:** PSYC-530 or PSYC-730. **F**

SCOUN-765 Organization and Administration of Guidance 3 Credits

Organizational and administrative techniques for providing effective school guidance services in kindergarten to post-secondary programs.

Equivalent to 413-765. **P:** COUN-675. **SSu**

SCOUN-770 Thesis 2-6 Credits

Independent research under direction of investigation adviser. Selection of problems, development of outline, review of literature, compilation of bibliography, plan of method of attack, conduct of research, interpretation of findings, and preparation of the final paper according to thesis standards. Student may enroll for two, four or six semester hours of credit in various terms with a final total of six. Consent of program director.

Equivalent to 413-770. **P:** EDUC-740. **R FSSu**

SCOUN-782 PK-12 Developmental Guidance:**Principles, Curriculum, Programming and Administration 3 Credits**

Introduce and study PK-12 Developmental Guidance concepts, principles, curriculum strategies, programming, and administration for the design and delivery of developmentally based school guidance programming. Admission to the M.S. in Guidance and Counseling program. **P:** COUN-675.

SCOUN-787 Career/Occupational**Placement and Transitions 1-3 Credits**

Theories, design, development, and implementation of career, school to work, and occupational placement systems in PK-12 schools, post-secondary schools, public and private agencies. Equivalent to 413-787. **P:** SCOUN-733. **SSu**

SCOUN-789 Supervised**Elementary Counseling Practicum 3-6 Credits**

A minimum of 150 hours of closely supervised elementary school counseling experience. **P:** COUN-675, COUN-788, COUN-752, SCOUN-733, SCOUN-647, SCOUN-760, SCOUN-738, SCOUN-705, SPSY-753, SPSY-753A, SCOUN-765, SPSY-775, SCOUN-787.

SCOUN-790 Supervised Secondary Counseling Practicum 3-6 Credits

A minimum of 150 hours of closely supervised secondary school counseling experience. Equivalent to 413-790, SCOUN-790, 413-790A. **P:** COUN-675, COUN-788, COUN-752, SCOUN-733, SCOUN-647, SCOUN-760, SCOUN-738, SCOUN-705, SPSY-753, SPSY-753A, SCOUN-765, SPSY-775, SCOUN-787.

SCOUN-791 Internship in Guidance and Counseling 8 Credits

The student will devote a minimum of 360 hours, full time each quarter in a local school serving as a school counselor. In this experience, they will be supervised by university personnel and work with a fully certified local school counselor. Experiences include all aspects of the guidance function.

Equivalent to 413-791. **P:** SCOUN-790. **R FS**

SCOUN-792 Post-Secondary Career Counseling 3 Credits

Closely supervised career counseling experience at a post-secondary career counseling center. **P:** SCOUN-733, SCOUN-787.

SCOUN-892 Advanced Counseling Practicum 2 Credits

Clinical supervised counseling experiences in a variety of school institutional and agency settings. Designed to assist the student to more adequately understand and apply the dynamics of human behavior in the one-to-one counseling relationship. A minimum of 60 to 90 clock hours of experience is required. Equivalent to 413-892. **P:** SCOUN-790. **R FSSu**

SCOUN-895 Field Study 2-6 Credits

Experience in action-type field research in pupil personnel services. The student will identify and research a topic directly related to his career position. Preparation and presentation of a formal report of the study to appropriate personnel. Student may enroll for two, four or six semester hours of credit in various terms with a final total of six. Equivalent to 413-800. **R FSSu**

SOC Sociology**SOC-S1S Criminology 3 Credits**

Sociological analysis of structure and function of criminal law, variables of criminal behavior and operation of criminal justice system.

Equivalent to 387-515. **FS**

SOC-S2S Sociology of Leisure 3 Credits

Institutional approach to effects of leisure on social structure, values reflected in leisure; problems with increase in leisure resources.

Equivalent to 387-525. **FS**

SOC-540 Sociology of Work 3 Credits

Human behavior in various types of employment and occupations; trends in U.S. occupational structure. Equivalent to 387-540. **FS**

SOC-S50 Sociology of Hmong Culture 1 Credit

Sociological overview of Hmong cultural values, history, immigration and resettlement experiences, family and clan functions, and spiritual beliefs and practices. Equivalent to 387-550. **S**

SOC-S60 Sociology of Juvenile Delinquency 3 Credits

Definitions of and trends in deviant behavior among youth, research findings, efforts in prevention, control and treatment. Equivalent to 387-560. **FS**

SOC-616 People Process Organization Cultures 2 Credits

A study of high performing people process culture organizations integrating sociology, applied psychology and organization behavior subject matter areas.

P: INMG-600 or PSYC-582. **FS**

SOC-710 Counseling and Symbolic Interactionism 3 Credits

A sociological perspective will be briefly introduced or reintroduced, applied to an examination of certain problems of modern society relevant to the practice of the guidance counselor and, finally, directed to an analysis of the social role of the guidance counselor. Equivalent to 387-710. **Su**

SPCOM Speech Communication**SPCOM-S08 Speech Skills for Business and Industry 2 Credits**

Technical speaking, projects in application of speech skills and activities in business and industry. Equivalent to 391-508. **FSSu**

SPED Special Education**SPED-S00 Introduction to****Individuals With Cognitive Disabilities 3 Credits**

Introduction to etiology of mental retardation, psychological, educational, social and vocational aspects; adjustment techniques used in working with mentally retarded persons. Equivalent to 431-585, 431-500. **F**

SPED-S01 Learning Disabilities 3 Credits

Identification, remediation and evaluation of learning disabled; intervention techniques used with adolescents and adults. Equivalent to 431-501. **S**

SPED-S16 Psychology of the Exceptional Child 2-3 Credits

History and treatment of exceptional individuals; characteristics and development of children who deviate from the norm: learning disabled, gifted, mentally retarded, socially and emotionally disturbed, abused, speech and language impaired, and those with visual, hearing, orthopedic and chronic health problems. Equivalent to 431-516, 431-532. **FS**

SPED-S18 Introduction to**Teaching/Assessment in Special Education 2 Credits**

Provides one-on-one, supervised experience in teaching youth with exceptional education need (EEN). Provides the initial opportunity for the student to teach a young person with EEN in a supervised setting for 50 hours.

Equivalent to 431-518, 431-562. **FSSu**

SPED-S22 Curriculum and Instruction:**Functional Living Skills 2 Credits**

Curriculum and instructional techniques for developing basic functional living skills for persons with cognitive disabilities, borderline and severe.

Equivalent to 431-522. **P:** SPED-500, SPED-630. **S**

SPED-S23 Curriculum and Instruction: Academic Skills 3 Credits

Curriculum and instructional techniques for developing academic skills for persons with cognitive disabilities, borderline and severe.

Equivalent to 431-523. **P:** SPED-500, SPED-630. **FS**

SPED-S24 Curriculum and Instruction:**Career and Transition Education 3 Credits**

Curriculum and instruction for persons with cognitive disabilities, borderline and severe, in prevocational career, vocational education, and transition stressing interdisciplinary cooperation.

Equivalent to 431-524. **P:** SPED-500, SPED-630. **F**

SPED-S26 Practicum in Special Education 2 Credits

Off-campus work and study in educational settings with youth with cognitive disabilities borderline (CDB) and/or cognitive disabilities severe (CDS) for a minimum of 50 hours in a supervised setting, utilizing the teaching techniques and methods previously learned. Equivalent to 431-526. **P:** SPED-518. **F**

SPED-S28 Assessment for**Individual Education/Transition Plans 3 Credits**

Diagnosing behavior and learning problems of students with exceptional education needs. Preparing individual educational and transitional plans based on comprehensive assessments.

Equivalent to 431-528. **P:** REHAB-620. **FSSu**

SPED-600 Workshop: Topics in Special Education 1-3 Credits

Current specialized topics studied through experiential activities.

Equivalent to 431-600. **Su**

SPED-630 Inclusion of Students With Exceptional Needs 3 Credits

Inclusion of students with exceptional educational needs in the regular classroom setting. Laws, definition, characteristics, adaptations, strategies and transitional services that pertain to persons identified with cognitive disability, learning disability, attention deficit hyperactivity disorder, emotional disability, autism, traumatic brain injury, speech and language disorders, visual and hearing loss, physical and other health impairments, and gifted and talented.

Equivalent to 431-630. **FSSu**

SPED-662 Classroom Management Techniques 3 Credits

Techniques for motivating handicapped youth, individual and group discipline, behavior modification, educational organization, evaluation, and communication to enhance learning. Equivalent to 431-662. **S**

SPSY School Psychology**SPSY-701 Seminar: School Psychological Services 2 Credits**

Introduction to the field of school psychology. Roles and functions of the school psychologist are explored as they relate to Wisconsin and the nation; political and legal implication of these roles are identified.

Equivalent to 489-701. **Su**

SPSY-710 Psychoeducational**Assessment of Young Children 2 Credits**

Assessment of the young child with a suspected disability and his/her family, training in the norm referenced, criterion referenced, and play-based assessment of young children. Equivalent to 489-710. **P:** SPSY-753. **F**

SPSY-735 Problems in School Psychology 2 Credits

Independent investigation into a carefully delineated area of school psychological services in an attempt to bring evidence to bear on a problem. The use of research techniques is required. Reporting of the study is expected to meet the standards appropriate to scholarly writing by professionals in the field.

Equivalent to 489-731. **P:** EDUC-740. **FSSu**

SPSY-743 Advanced Individual Mental Testing 3 Credits

An experience of supervised practice in the administration, scoring and interpretation of individual tests of mental ability. Emphasis is directed toward the use of such evaluation of intelligence to case history material, the integration of related psychological findings, the determination of prognosis, and planning for the individual client.

Equivalent to 489-743. **P:** SPSY-753, SPSY-753B. **S**

SPSY-74S Assessment of Personality**(Projective Techniques) 2 Credits**

History, theory and methodological consideration and studies of projective instruments. Instruction in administration, scoring and interpretation of some currently used devices leading to a knowledgeable understanding of the instruments. Equivalent to 489-745. **P:** SPSY-743. **Su**

SPSY-753 Psychometric Theory and Application 2 Credits

Introduction to psychoeducational theory and concepts in relation to inter- and intra-individual assessment. Covers basic statistics, in regard to test construction, test uses and misuses, test selection, purposes of testing, ethics, basic test interpretation processes, and types of tests and testing programs frequently employed by psychoeducational specialists. Equivalent to 489-753. **FSSu**

SPSY-7S3A Laboratory —**Guidance and Counseling Services 1 Credit**

Introduction to basic psychometric materials and techniques employed by counselors. Included are individual inventories, aptitude and achievement tests, problem surveys and other screening devices.

Equivalent to 489-753A. **P or C:** SPSY-753. **FSSu**

SPSY-7S3B Laboratory — School Psychology 1 Credit

Introduction to basic psychometric materials and techniques employed by school psychologists. Emphasis is placed upon individual mental tests and procedures. Equivalent to 489-753B. **P or C:** SPSY-753. **F**

SPSY-766 Educational Applications of Neuropsychology 2 Credits

The application of neuropsychological theory and assessment techniques to the education of children who possess cortical damage or dysfunction.

Equivalent to 489-766. **P:** SPSY-753, SPSY-753B. **Su**

SPSY-768 Diagnosis and**Remediation of Learning Disabilities 2 Credits**

Develops expertise in understanding human information processing, the administration and interpretation of sophisticated psychological diagnostic instruments, and the prescription of appropriate and precise remediation. Current research in learning disabilities is examined and evaluated.

Equivalent to SPSY-766, 489-766, 489-768. **P or C:** SPSY-753, SPSY-768A. **S**

SPSY-768A Learning Disabilities —**Diagnosis and Remediation Laboratory 1 Credit**

Laboratory experience where administrative and scoring skills are developed in reference to instruments and techniques introduced in 489-768.

Equivalent to 489-768A. **P:** SPSY-743 or concurrent enrollment, SPSY-768. **S**

SPSY-770 Thesis 2-6 Credits

Independent research under direction of investigation adviser. Selection of problems, development of outline, review of literature, compilation of bibliography, plan of method of attack, conduct of research, interpretation of findings, and preparation of the final paper according to thesis standards. Student may enroll for two, four or six semester hours of credit in various terms with a final total of six. Consent of program director.

Equivalent to 489-770. **P:** EDUC-740. **R** FSSu

SPSY-775 School Consultation 2 Credits

Theory and processes of psychological/educational consultation. Develop specific consultative skills through the use of role play, feedback and homework assignments to record a trial consultation session.

Equivalent to 489-775. **S**

SPSY-777 Legal/Ethical Issues for School Counselors and Psychologists 2 Credits

An investigation of laws, legal systems, professional ethics, statutory law, administrative codes case law, and other legal issues as applied to the professional practice of school counselors, school psychologists, and other educators.

Equivalent to 489-777. **F**

SPSY-778 Psychoeducational Disability 3 Credits

Etiology, characteristics and Individual Educational Program (IEP) development for children with Exceptional Educational Needs (EEN) such as mental retardation, emotional disturbances, behavioral disorders, social/cultural deviation and multihandicapping conditions. Equivalent to 489-778. **F**

SPSY-781 Field Practicum in Psychoeducational Services I 3 Credits

Provides the prospective school psychologist with the initial "on site" experience of functioning as a school psychologist. Special educational evaluations, programming and introduction to complex cases and staffings.

Equivalent to SPSY-777, 489-777, 489-781. **P:** SPSY-743, SPSY-768, SPSY-768A. **FS**

SPSY-782 Field Practicum in Psychoeducational Services II 3 Credits

Provides continuing "on site" experience of functioning as a school psychologist. Increased applications of expanded assessment skills, more complex diagnostic problems, intervention techniques and leadership roles within the placement setting. Equivalent to 489-782. **P:** SPSY-781. **FS**

SPSY-784 Clinical Practicum in Psychoeducational Services I 2 Credits

This practicum course is designed to provide more intensive and extensive clinical experiences. Work with preschool children, post-school young adults, school age children and their parents. Special assessment and intervention techniques are emphasized.

Equivalent to 489-784. **P:** SPSY-743, SPSY-768, SPSY-768A. **FSSu**

SPSY-78S Clinical Practicum in Psychoeducational Services II 2 Credits

Provides integrative learning experiences into the role and style of function appropriate to the individual and the profession. Long-term therapeutic contacts are required. Experience in one or more areas of specialization is available. Equivalent to 489-785. **P:** SPSY-784. **FSSu**

SPSY-792 Internship in School Psychology 6 Credits

The student will devote a minimum of 360 clock hours, full time one quarter in supervised internship experiences. The student will be working with a certified school psychologist in local area schools and/or other approved personnel in other approved situations; e.g., a counseling psychologist in the American Psychological Association approved University Counseling Center. Equivalent to 489-792. **R**

STAT Statistics**STAT-S20 Statistical Methods 3 Credits**

Histograms, mean and standard deviation, combinatorics, probability; binomial, hypergeometric, normal, Chi-square, T and F distributions and their uses; statistical inference; contingency tables, linear models, analysis of variance with appropriate applications. Equivalent to 354-530. **FSSu**

STAT-537 Design of Experiments I 2 Credits

Linear and curvilinear regression, single-factor designs, confidence ellipsoids for means, blocking, Latin and other squares, factorial designs.

Equivalent to 354-531. **F**

STAT-S38 Design of Experiments II 2 Credits

Fixed-effect, random-effect and mixed models; nested and nested-factorial designs, split-plot designs, confounding in blocks, analysis of covariance, response surfaces, sequential analysis. Equivalent to 354-532. **P:** STAT-537. **S**

TCS Telecommunication Systems**TCS-S00 Workshop 1-3 Credits**

Special topics in telecommunication systems, providing hands-on or experiential learning activities. Specific content and title to reflect the topic of the workshop. Equivalent to 130-500. **R**

TCS-S04 Communications and Information Systems 1-3 Credits

Overview of the communications industry. Use of systems to create, process, transmit, receive and evaluate information. Equivalent to 130-504. **FSSu**

TCS-S05 Office Automation Technology 3 Credits

Automation information concepts and technology used in office including both communication storage, and retrieval systems. Emphasis on cost effective selection and implementation problems. Equivalent to 130-505. **FSSu**

TCS-S06 Introduction to Telephony 2 Credits

Principles of current technologies, systems, and trends in telephone communication systems design and applications. Equivalent to 130-506. **FSSu**

TCS-S07 Artificial Intelligence Applications in Business 2 Credits

Artificial intelligence applications in business and industry with emphasis on office information system characteristics and implementation.

Equivalent to 130-507. **FS**

TCS-581 Data, Voice and Video Systems 3 Credits

Digital communication theory and application as applied to voice and data systems and the design and management of integrated networks.

Equivalent to 130-581. **F**

TCS-582 Network Systems Design 3 Credits

Concepts from communication networks. LAN, MAN, WAN networks. Introduction to LAN switching, ATM and virtual LANS. Designing and integration of LAN switching virtual networking and ATM into today's networks.

Equivalent to 130-582. **S**

TCS-601 Telecommunications Policy and Regulations 3 Credits

Telecommunications policy and regulatory issues, standards, and policy setting agencies for national and international markets. **FS**

TCS-681 Telecommunication Systems Administration 3 Credits

Issues and concerns required to manage telecommunications networks and contemporary problems. Equivalent to 130-681. **F**

TCS-797 Field Experience 1 Credit Equivalent to 130-797. **R****TCS-798 Problems in Graphic/Telecommunications 2-6 Credits**

Substantive study and activity for specialists in the graphic/telecommunications fields to include library work, field observation, laboratory work planned by the student and approved and supervised by a faculty consultant in graphic/telecommunications. Preparation of a technical report may be repeated for a maximum of six semester credits. Consent of instructor.

Equivalent to 130-798. **P: TECED-739. R**

TECED Technology Education**TECED-525 Technology for Elementary School Children 2 Credits**

Development, philosophy, objectives and course organization for industrial arts for the elementary schools. Suitable laboratory work in woods, metals, plastics and drawing. Equivalent to 190-525. **FSSu**

TECED-530 Implementing Technology Education 3 Credits

Converts the theory of contemporary technology education programs into instructional materials, facilities, and strategy suited to the secondary and post-secondary school. Equivalent to 190-530. **FSSu**

TECED-533 Planning Technical/Vocational Laboratories 2 Credits

School shop facility planning: equipment selection, placement, care and management. Equivalent to 190-533.

TECED-540 Middle School Technology Education 2 Credits

Reviews trends and activities in the technology education movement. To update instructors to teach middle school offerings.

Equivalent to 190-540. **FSSu**

TECED-575 Workshop 1-3 Credits

Current specialized topics in industrial education through experiential activities. Consent of instructor.

TECED-603 Activities in Technology/Vocational Education 2 Credits

A study and design of learning activities for industrial and vocational education. Learning activities will be developed on selected levels of the cognitive, psychomotor and affective domains to carry out stated behavioral objectives. An evaluation of the appropriateness of learning activities as presented in contemporary curriculum projects. Equivalent to 190-606.

TECED-631 Field Trips to Industry 1-3 Credits

Opportunities are provided for industrial and vocational education majors as well as teachers to accumulate information about industries through local and distant on-site visits to industries. A third credit may be earned by showing evidence of application of data collected in courses being taught.

Equivalent to 190-631. **\$ R**

TECED-637 Organization/Management of Technical Laboratories 2 Credits

Experience in administration, project development and teaching problems associated with industrial education. Equivalent to 190-637. **Su**

TECED-638 Course Construction 2 Credits

Directed experience in curriculum development and course of study construction for industrial education teachers; development of behavioral objectives and of instructional materials to help reach these objectives; development of course of study, instructional package/unit of instruction.

Equivalent to 190-638. **SSu**

TECED-704 History/Philosophy Technology Education 2 Credits

Evolution of modern industrial education through the people, movements, events and institutions that contributed to its formation. Developments and conditions in education and society also considered plus their relationship to the theory and practices of industrial education throughout the years.

Equivalent to 190-704. **FSu**

TECED-708 Issues in Technology Education 2 Credits

A seminar dealing with selected current issues in industrial arts. Developments of abilities to develop a position and defend it, to be critical without being offensive, and to be professional in an emotional atmosphere. Consent of instructor. Equivalent to 190-708. **SSu**

TECED-710 Curricular Innovations in Technology Education 2 Credits

Study of current innovative programs and practices in the teaching of industrial arts. Equivalent to 190-710. **Su**

TECED-735 Problems in Industrial/Technology Education 2 Credits

Identification, selection, and the completion of a problem in industrial education, culminating in a Plan B paper.

Equivalent to 190-735. **P: TECED-739, EDUC-740.**

TECED-739 Introduction to**Research in Vocational/Technology Education 1 Credit**

Study of selection criteria for advanced technical problems in industry and technology, development of techniques appropriate to attacking these problems, identification of industries and organizations relating to these problems and preparation of a detailed proposal to explore a particular problem. Students should enroll for this course during their first graduate enrollment and plan to take the appropriate "problems" course during their next enrollment.

Equivalent to 190-739. **FSu**

TECED-746 Seminars in Technology Education 1-3 Credits

Identifying goals and outcomes for the local school, development of immediate and long-range curriculum plans; cooperating with local school administrative units in planning for improvement; use of the new Wisconsin curriculum guide for industrial education; initial preparation of individual courses of study for the local school program using behaviorally stated objectives.

Equivalent to 190-746.

TECED-770 Thesis—Industrial/Technology Education 2-6 Credits

Independent research under direction of investigation adviser. Selection of problems, development of outline, review of literature, compilation of bibliography, plan of method of attack, conduct of research, interpretation of findings, and preparation of the final paper according to thesis standards. Student may enroll for two, four or six semester hours of credit in various terms with a final total of six. Consent of instructor. Equivalent to 190-770. P: EDUC-740.

TECED-775 Workshop 1-3 Credits

Special topics providing hands-on or experiential learning activities. Specific content and title to reflect the topic of the workshop.

Equivalent to 190-775. R

TECED-798 Field Experience 1-2 Credits

Equivalent to 190-798.

TECED-895 Field Study in Industry and Technology 2-6 Credits

A study which provides the graduate student with the opportunity to: 1) explore in-depth the body of knowledge associated with his substantive teaching field in industry and technology, 2) provide an educational experience for implementing this knowledge into the classroom situation, and 3) devise methods to determine if this methodology has brought about desired behavioral changes. Equivalent to 190-890.

TECH Technology**TECH-520 Technological Advances — Fast Forward I 2 Credits**

Outlines industry's rapid advancements in high technology as utilized in the world today. Reference is made to a variety of applications of this technology now and in the future. Equivalent to 195-520.

TECH-521 Technological Advances — Fast Forward II 2 Credits

Current applications of technology in today's society. Discusses how technological advances have affected educators through simulation, society through technological changes such as storing information, television communication and other new technological advances. Equivalent to 195-521.

TECH-532 Futures of Technology 2 Credits

Concepts of future studies as applied to technology. Exploration of possible alternatives. Techniques and skills for the professional user and the citizen consumer. Equivalent to 195-532. F

TECH-540 Future of Work 1-2 Credits

Future possibilities as to why people work, who will work, and in what conditions. Project probable work parameters from current trends. Relate past, present and future to students' individual work situations.

Equivalent to 195-540.

TECH-733 Impacts of Technology 2-3 Credits

A contemporary, historical and futuristic look at some of the economic, sociological, psychological and political implications of industry and technology. Students will identify and investigate several impacts of industry/technology to show depth of understanding and relationships between them.

Equivalent to 195-733. FSu

TECH-775 Epistemology of Technology 3 Credits

The nature, sources and parameters of knowledge, in this instance technology, and its relationship to other organized bodies of knowledge.

Equivalent to 195-775. R Su

TRANS Transportation/Energy**TRANS-557 Principles of Technology I 3 Credits**

Contemporary applications of the principles governing force, work, rate, resistance, energy, power, and force transformers in mechanical, electrical, fluid and thermal systems. Technical content especially appropriate for educational applications. Equivalent to 110-557, 186-557. FSSu

TRANS-595 Seminar 1-2 Credits

Specific content is designed to upgrade competencies of participants. Content will change to reflect current state of the art in electricity/electronics or power mechanics. Equivalent to 186-595. R FSSu

TRANS-735 Problems in Transportation/Energy 2-6 Credits

Substantive study and activity for specialists in the transportation/energy field to include library work, field observation, laboratory work planned by the student and approved and supervised by a faculty consultant in transportation/energy. Preparation of a technical report may be repeated for a maximum of six semester credits. Equivalent to 186-798. FSSu

TRDIS Transdisciplinary**TRDIS-735 Investigations 2 Credits**

A research experience which culminates in a Plan B paper. Consent of program director. Equivalent to 500-735. P: EDUC-740.

TRDIS-770 Thesis 2-6 Credits

Independent research under direction of investigation adviser. Selection of problems, development of outline, review of literature, compilation of bibliography, plan of method of attack, conduct of research, interpretation of findings, and preparation of the final paper according to thesis standards. Student may enroll for two, four or six semester hours of credit in various terms with a final total of six. Consent of program director.

Equivalent to 500-770. P: EDUC-740. R

TRHRD Training and Human Resource Development**TRHRD-560 Training Systems in Business and Industry 3 Credits**

Types and purpose of training as related to business and industry. Training analysis, content, delivery systems, evaluation and justification for training. Designed for noneducation majors. Equivalent to 198-560. Su

RHRD-570 Training Methods in Business and Industry 2 Credits

Identification of training situations where the development and delivery of training is needed. Emphasis is on methods to deliver a training session. Students will be required to make training sessions presentations. Equivalent to 198-570. FSSu

RHRD-575 Workshop 1-3 Credits

Special topics providing hands-on or experiential learning activities. Specific content and title to reflect the topic of the workshop. Equivalent to 198-575. R

RHRD-589 Training Internship 2-8 Credits

Opportunities for students to learn and practice training management and instructional techniques through activities and experiences in a training department. Objectives commensurate with student's background and field of training. Activities include designing and implementing training programs in student's major or minor field of study in either industry, business, military or governmental training programs. Equivalent to 198-589. P: TRHRD-560. R FS

RHRD-600 Workshop 1-3 Credits

Special topics in training and human resource development providing hands-on or experiential learning activities. Specific content and title to reflect topic of the workshop. Equivalent to 198-600. R

RHRD-730 Training Design and Evaluation 3 Credits

The systems approach to the design and evaluation of training modules in a business training context, including performance problem analysis, writing training objectives, conducting a training analysis, selection, design and evaluation of training methods, media and materials. Students design and evaluate a training module using principles taught in the course. Equivalent to 198-730. P: TRHRD-560. VTAE-534. FSSu

RHRD-735 Field Problem in Training and Development 4 Credits

Identification of a training and development research problem in business and industry. Review of related research, selection of appropriate methodology, implications of research procedures, analysis of results and formulation of conclusions, recommendations and implications for practice. Final project is a written research report. Equivalent to 198-735. P: INMG700. FSSu

RHRD-740 Management and Coordination of Training and Development 3 Credits

Principles and processes necessary to effectively manage and coordinate the training function in business and industry. Topics include strategic planning, responsibilities and tasks of managing training projects, facilities planning, legal and ethical considerations in training, and trends in the training and development field. Equivalent to 198-740. FSSu

RHRD-745 Seminar in Training and Development 1 Credit

Special topics on current developments in training and development. Each seminar is devoted to a specific issue to be indicated with subtitle and description. Equivalent to 198-745. R

RHRD-775 Workshop 1-3 Credits

Special topics providing hands-on or experiential learning activities. Specific content and title to reflect the topic of the workshop. Equivalent to 198-775. R

TRHRD-789 Internship in Training and Development 2-8 Credits

Opportunities for students to use competencies in analyzing training needs, design training, delivering training and evaluating training in an organization. Course objectives commensurate with student's knowledge, skills, experience and interests. Consent of instructor. Equivalent to 198-789. P: VTAE-534, TRHRD-730, WED4-710. R

VTAE Vocational, Technical and Adult Education**VTAE-501 Preservice Workshop for Vocational Educators 1 Credit**

Introduction to the basic concepts of teaching courses in Wisconsin vocational, technical and adult education. Equivalent to 199-501.

VTAE-502 Principles of Vocational, Technical and Adult Education 2 Credits

Philosophy, organization and administration of vocational, technical and adult education, nationwide, in Wisconsin and on the local level. Equivalent to 199-502.

VTAE-534 Performance Analysis 3 Credits

Analysis techniques utilized in curriculum development. Emphasis on task analysis and related procedures. Includes occupational and needs analysis, contextually identification, objective writing and information mapping. Includes task analysis with a goal system for developing and revising vocational curriculum for training programs. Equivalent to VTAE-502, 199-502, 199-534.

VTAE-537 Competency-Based Education — Vocational/Industrial 2 Credits

Competencies for vocational, technical and adult education programs and courses. Development of competency-based education performance standards in all divisions, a competency-based education management system and basis for competency-based educational evaluation. Equivalent to 199-537.

VTAE-545 Seminar 1-3 Credits

Current topics in vocational, technical and adult education with application for personnel in the field. Consent of instructor. Equivalent to 199-545.

VTAE-559 Technology Impacts Occupational Programs 4 Credits

Presentation of latest technology in communications, manufacturing, construction, and/or transportation which involve concepts from math, science and computer science. Equivalent to 199-559. R Su

VTAE-560 Cooperative Occupational Education Programs 2 Credits

Philosophy, organization, coordination and teaching techniques of cooperative education programs in the various vocational areas. Roles, responsibilities and duties of the cooperative teacher/coordinator. Equivalent to 199-560, 469-560. SSu

VTAE-575 Workshop 1-3 Credits

Special topics providing hands-on or experiential learning activities. Specific content and title to reflect the topic of the workshop. Equivalent to 199-575. R

VTAE-698 Field Experience 1-2 Credits Equivalent to 199-698.

VTAE-605 Methods of Teaching Vocational Education 2 Credits

Competency-based and individualized approach to methods of teaching vocational education. FSu

VTAE-638 Course Construction for Vocational Educators 2 Credits

Competency-based and individualized approach to principles of course construction for vocational educators. Equivalent to 199-638. FSu

VTAE-640 Instructional Evaluation

In Vocational Education 2 Credits

Competency-based and individualized approach to instructional evaluation for vocational educators. Equivalent to 199-640. 199-740. SSu

VTAE-674 Adult Education 2 Credits

Philosophy and history of adult education in the United States. Techniques for teaching adults; psychological factors, methods, adult interests and characteristics. Equivalent to 199-674. F

VTAE-708 Issues in Vocational,

Technical and Adult Education 2 Credits

An in-depth study of contemporary issues affecting vocational, technical and adult education. Possible solutions or alternatives will be proposed.

Equivalent to 199-708. Su

VTAE-710 Coordination and Supervision

of Vocational Education 2 Credits

Principles of coordination and supervision in vocational, technical and adult education. The coordinator/supervisory positions and their functional relationship in the vocational-technical education system. Equivalent to 199-710. FSSu

VTAE-735 Problems in Vocational Education 2 Credits

Identification, selection and completion of a problem in vocational education culminating in a Plan B paper. Equivalent to 199-735. P: EDUC-740.

VTAE-737 Competency-Based Education —

Vocational/Industrial 2 Credits

Competencies for vocational, technical and adult education programs and courses. Development of competency-based education performance indicators in all domains, a competency-based education management system, and basis for competency-based education evaluation. Equivalent to 199-737. F

VTAE-746 Seminar 1-3 Credits

Special topics on current developments in the field. Each seminar devoted to a specific development to be indicated with subtitle and description.

Equivalent to 199-746

VTAE-770 Thesis — Vocational Education 2-6 Credits

Independent research under direction of investigation adviser. Selection of problem, development of outline, review of literature, compilation of bibliography, plan of attack, conduct of research, interpretation of findings, and preparation of the final paper according to thesis standards. Student may enroll for two, four or six semester hours of credit in various terms with a final term of six. Consent of program director. Equivalent to 199-770. P: EDUC-740

VTAE-775 Workshop 1-3 Credits

Special topics providing hands-on experiential learning activities. Specific content and title to reflect the topic of the workshop.

Equivalent to 199-775. R

VTAE-780 Internship — Vocational Education 4-8 Credits

A planned, supervised experience for M.S. or Ed.S. candidates. To be completed at selected locations capable of providing appropriate experiences. Consent of program director. Equivalent to 199-780. FS

VTAE-784 Internship —

Local Vocational Education Coordinator 4-8 Credits

Supervised field practice in local vocational education coordination. To be completed at selected schools or CLSA agencies capable of providing appropriate experiences. Consent of program director. Equivalent to 199-784. FS

VTAE-792 Administration —

Vocational, Technical and Adult Education 2 Credits

Vocational, technical and adult school operation, legal status, policy making, staff personnel, student personnel, programs, public relations, physical plant, business management. Equivalent to 199-792. P: VTAE-710

VTAE-797 Field Experience 1 Credit Equivalent to 199-797.

VTAE-798 Field Experience 1-2 Credits Equivalent to 199-798.

WS Women's Studies

WS-511 Topics in Women's Studies 1-3 Credits

Exploring, from interdisciplinary perspective, new information and ideas in a selected area of significance to women's studies. Equivalent to 300-511. R

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